

VOLUME VIII

The

NUMBER 2

A.T.A. Magazine

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

MAGISTRI NEQUE SERVI



SEPTEMBER, 1927



Shafts from the W.F.E.A. Conference

SIR ROBERT FALCONER, President, Toronto University:

"Learning is a commonwealth open to all. Facts are proclaimed and the world at large makes what use it can of the new knowledge. Learning has no national boundaries."

DR. A. O. THOMAS, President W.F.E.A.:

"We must step over national boundaries to embrace mankind."

DR. SIDNEY WEI, China:

"Harmony between China and the foreign nations will be secured by the adjustments of conflicting interests; by understanding the political and economic movements of each other; by the satisfaction of nationalistic aspirations and the protection of foreign interests."

DR. RADCLIFFE, Toronto Normal School:

"Patriotism must not be at the expense of Truth."
"Teach Geography as an excursion into another world."
"Fear is the common enemy—Abolish Fear!"

HON. S. J. LATTA, Minister of Education, Saskatchewan:

"This W.F.E.A. conference is more hopeful for the bringing of world peace than the political conference at Geneva."

MR. H. AIZAWA, Tokio, Japan:

"Love is the essence of the international mind. The schools must not fail to make the boys and girls agencies for peace. If we do not live at peace we cannot live at all."

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OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

VOL. VIII.

EDMONTON, SEPTEMBER, 1927

No. 2

Impressions of the World Federation Conference

(MISS R. J. COUTTS.)

THE W. F. E. A. conference is a valiant and well-co-ordinated attempt of leading spirits in the educational field to find points of contact with other groups and nationalities on this and other continents. It is the germ of a world-wide organism, which it is hoped will develop hardy roots in every land, and whose branches will interlock, binding together the peoples of every color, under every sky, in bonds of friendly relationship.

It is the spirit of the new age seeking expression in new form, striving to develop and to strengthen the bonds of brotherhood which shall unite and harmonize the diverse nationalities of all the races of men. It is this spirit of the new age in the educational field laboring to bring forth a world consciousness of the common origin and common destiny of the diverse members of the great human family. It is a group made up of representatives of many nations, bound on a voyage of discovery to find the way to a world of good-will. We have read of that world; we have seen visions of it; prophets have described it. Poets have called it a new heaven and a new earth; preachers have spoken of it as the new Jerusalem coming down from above. We might call it a world at peace wherein dwelleth tolerance and the determination to end war.

The conception is a world-wide organization bound together by a common language—a world language. Shall it be Esperanto? Shall it be Edda? The W. F. E. A. has set a committee in action to make investigation re the suitability of the former. There are those that plead the merits of the one. There are some who proclaim the superiority of the other. The solution may lie between them. That the wisdom of the linguists will in time determine. There is an Esperanto Society in embryo in Toronto. There are many colleges in Britain and on the Continent of Europe where it is studied. A speaker at the conference told that he had travelled through many lands making himself understood through the medium of Esperanto. At lady who sat opposite to me at the table where the delegates of the W. F. E. A. were dining said her mission at the conference was to put forth the claims of Edda.

The old idea of international diplomacy was built on distrust of each other. Each nation was afraid of

what the other might do to it, and so navies were built and ammunition stored to obtain security. And research of world scientists has been called in by the various nations, and each has vied with the other in organization for effective destruction of rival or possible enemy nations. And now the building of war-ships of air and of sea, and the discovery of explosives and of deadly gas, and of powerful germs of destruction—all these have reached such a climax through the perfection of the art of military defence, that war preparations have become top heavy, a danger and a menace to the people, rather than a security on which to depend.

The chemical war service has discovered a liquid, three drops of which applied to any part of the skin will cause death! One plane carrying two tons of this could kill every person in a strip one hundred feet wide and seven miles long. Thus, if these discoveries be put to the purpose for which they are made, namely, war; cities empty of life would be the result. Therefore, it is coming to be realized that war is the common enemy, the world-wide foe. Hence, common sense alone should decide that we look elsewhere for our safeguards. National danger now lies in the fear each nation has of the others. It, therefore, behoves us to look for security in friendships rather than in war-ships; in world courts, not armaments; in international good-will, not in poison gas; not in planes bearing explosives, but in bridges of peace over which we can extend the hand of friendship.

There already exist many points of contact with other lands and other peoples. The W. F. E. A. is endeavoring to make these points more manifest, to strengthen them, and on them to build a highway to a better understanding. The Y.M.C.A. is an organization working on an international scale, and with an increasingly international spirit. The white man is beginning to admit the equality of other races with his own. One further step forward will be to acknowledge the equality of the great world religions, and to emphasize the common factor in each of them.

The Red Cross Society is another whose activities are maintained on the international field. The Junior Red Cross has branches in many different countries and interchange of courtesies from the children of one country to the children of another is being encouraged more and more by leaders in Junior Red Cross work.

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The W. F. E. A. has set in action committees for research re public health services in many of the countries round the world. A voluminous report of its findings is now at their service, and a synopsis of this was presented at the Toronto Conference. In such a way peoples and governments are urged to turn their attention from rival war preparations to rival health activities. They are encouraged by such showings, to go one better than the other nation in spending their energies in building up and preserving life, rather than in running a race in research for death-dealing devices.

The W. F. E. A. is also trying to find ways of linking up efforts in different lands which are being made to bring the home and school into relationship for greater mutual helpfulness. Good will among the homes, good will between the home and school will spread its

contagion beyond these boundaries and infect the people around. It is good will we need to develop, not death-dealing germs.

At the Toronto Conference there were representatives from many countries located in four different continents. They were there comparing the educational programs of their respective lands. They were there to learn from each other and to find the international viewpoint by mingling together. They were there to make international friendships and to imbibe the atmosphere of world-friendliness. They were there devising ways and means of preparing new text books and of revising old ones to give the international attitude of mind. They were there to find a pathway through the love of their native land and loyalty to it, to a larger loyalty—a loyalty to a word-wide nativity.

Impressions of Some Personalities of the W. F. E. A.

MISS R. J. COURTS

THE President, Dr. Thomas, State Commissioner of Education, Augusta, Maine, U.S.A., is a tall man, white, a gracious personality, genial countenance, friendly voice, kindly eye, possessing a sympathy large enough to enfold all men as brothers. A pleasing humor flowed from smiling lips and fluent tongue. He is a genius in organization, who can hold in hand the reins of many chariots travelling from one centre along many radia lines. At one and the same time he is the young man who sees visions, and the old man who dreams dreams. Visions of a world-wide understanding. Dreams of a world at peace. Visions and dreams bound to be realized as sure as God's in His Heaven, and His spirit has its tabernacle in the hearts of the human race. He told us "Friendship knows no boundaries." It mounts the walls that language builds and expresses itself in a universal tongue. The universal language of rhythm, of music, of sport, of laughter and of pictures.

MISS SUSHAMA TAGORE

A lady of high degree, President of Women's Educational Society of India, and head of Girls' School in Calcutta.

Tagore is a name of international fame, borne by a poet possessing the international spirit of good will and world-wide brotherhood, a lofty soul, an inspired poet, a breaker-down of the barriers of race and tongue. Miss Sushama Tagore is the poet's niece. She appeared in the costume of the Orient. Her theme was that of universal sisterhood. A picturesque figure. A bit of bright color shot from her oriental head cover. The loose drapery that clothed her form, of more generous length than the dress of her Canadian sister of to-day, also betrayed a small gleam of the rainbow hues. A pleasing face, fair featured, restful. As the mothers of the world she claimed women are the superior sex. She admired the freedom to which her western sisters had attained. On the American continent woman had pioneered side by side with man—hence this noble freedom and equality. The women of India had something to learn from the West. They must come out from behind the veil into the open world. But you women of the West, why this unrest? This vain seeking after material pleasure? Calm your spirits; seek peace and happiness in your own souls! Reflect, meditate, cultivate the spiritual graces. Enjoy the sunshine, the flowers, the birds, the calm blue of God's sky. Sisters of the West,

you too have something to learn from the thousands of years of culture of the East. You have need of us and we have need of you. Let us march together to a world which shall be as one, united by ties of sympathy and understanding.

MRS. FLORENCE CURTIS.

I dined one day by the side of Mrs. Florence Curtis Hanson, Secretary-Treasurer, American Federation of Teachers. Mrs. Hanson hails from Chicago, where the western spirit is well developed. I told her I liked the programme of her Federation because there were so many non-English speaking peoples represented on it. The programme of this group dealt with the relation of the school to industry. It told of the educational activities of the American Labor movement. It gave an account of the educational industrial work of the Y.W.C.A. It was a programme in which I am intensely interested.

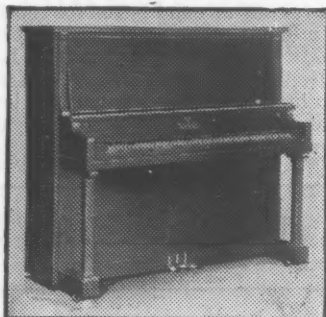
Mrs. Hanson seemed to me a typical Westerner—unconventional, outspoken, direct, straight-from-the-shoulder sort of woman. But I did not meet with the Federation in session. I went with another delegation meeting at the same period to learn about teacher-training for international co-operation and good-will, of which more another time.

MRS. FANNY FERN ANDREWS.

One of the many outstanding women at the W. F. E. A. conference was Mrs. Fanny Fern Andrews, Secretary of the American School of Citizenship League. Mrs. Andrews had entered into an exhaustive inquiry with regard to organizations having for their aim the avoidance of war, and the bringing about a better understanding among the nations of the world. Many new organizations with peace programmes had in these days sprung spontaneously into being, and old ones had been accelerated. In Britain there were 56, in France from 30 to 40, in the U.S. 34, 17 of which were organized on a national scale. These represented wide differences of opinion, and were working independently of each other. The problem she was propounding was the co-ordination of these peace societies on a broad basis of agreement, to make an articulate world opinion; to establish a bureau for the collection and dissemination of world-wide information; to found a world university. The co-ordination of all peace forces would create a channel through

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which the people's will to peace could be voiced, and by its weight affect the action of governments. Mrs. Andrews is a woman whose dignity of character makes its impress on her audience. In her lies that reserve power which inspires confidence.

MISS MARY TWEEDIE.

A Scotch lady from Edinburgh, a real citizen of the world, spoke in pleasing, cultured voice her message of friendliness from the ladies' college of the Scotch city she represented.

HARRY CHARLESWORTH

One of the three vice-presidents of the W. F. E. A., hails from B.C. He presided at more than one of the general sessions. Mr. Charlesworth is no stranger to many of the Alberta teachers. He was one of the moving spirits in the forming of the Canadian Federation of Teachers. He was present and occupied the chair at the organization meeting held in the public library in Calgary nine or ten years ago. Mr. Charlesworth has been in attendance at, and actively engaged in the work of, the three world conference meetings,—the first held in San Francisco, 1923, the second in Edinburgh 1925, the third in Toronto 1927. At the conference just now over, Mr. Charlesworth spoke on "World Good-Will Day."

Mr. Charlesworth is of the calm, judicial temperament. He speaks in measured terms, and his opinions are well founded and carry weight.

MISS GRACE LI

Is a young girl of twenty-two years. She has adopted the Western mode of dress, including bobbed hair. She has been in attendance at Columbia University, of which I believe she is a graduate. She returns to her native land to assume the responsibility of the headship of a college there. She, with the mental inheritance of the Orient modified by contact with Western life in a great American university, will carry into her work in the educational field the gospel of internationalism. It is to be hoped that the interchange of ideas which it has been her privilege, and the privilege of many students from Eastern lands, to experience, will tend to a better understanding, and a more tolerant attitude between the widely divergent civilizations of the East and the West.

Miss Li is the daughter of one whose ability received during his life world-wide recognition, Li Hung Chang, the second president of the Chinese Republic.

DR. OTTO TACHE

Represented a movement in his country, Germany, which is engaged in the endeavor to establish education on a democratic foundation. In contradistinction to the pre-war education, his school seeks to provide the same opportunity for the instruction of the lowly born as for those whose parents are the inheritors of wealth and culture. Dr. Tache is young and enthusiastic; has an open frank countenance; his manner is deferential, polite; his personality very attractive. If he represents in any large measure the spirit of the new Germany, the outlook for the growth of the international ideal is hopeful.

Pointed Sayings of W.F.E.A. Speakers

Sir Robert Falconer—

"Learning is a commonwealth open to all. Facts are proclaimed and the world at large makes what use it can of the new knowledge. Learning has no national boundaries."

Dr. A. O. Thomas, President—

"We must step over national boundaries to embrace mankind."

"Every generous act belongs to the sum total of the human family."

Dr. Sidney Wei, China—

"Harmony between China and the foreign nations will be secured by the adjustments of conflicting interests; by understanding the political and economic movements of each other—by the satisfaction of nationalistic aspirations and the protection of foreign interests."

Dr. Radcliffe, Toronto Normal School—

"It's not good business to say unflattering things about our neighbors. Tourist business demands neighbourly courtesies."

"Patriotism must not be at the expense of Truth."

"Teach Geography as an excursion into another world."

"Fear is the common enemy—Abolish Fear!"

Hon. S. J. Latta, Minister of Education, Sask.—

"This W. F. E. A. conference is more hopeful for the bringing of world peace than the political conference at Geneva."

Mr. H. Aizawa, Tokio, Japan—

"Love is the essence of the international mind. The schools must not fail to make the boys and girls agencies for peace. If we do not live at peace we cannot live at all."

MacBurney—

"Here in Canada two dominant races live side by side in amity."

"We must get the habit of pointing out the excellences of every race under the sun, not their cussedness."

Dr. Clifton de Gray.

"The work of this conference is building bridges between nations."

"War is as impossible between every part of the British Commonwealth of nations and the U. S. A. as between Ohio and California."

Dr. Thos. Jesse Jones, N. Y. City—

"What are our schools for? Here we are, all dressed up, but not sure where we are going."

Mrs. Raphael Herman, Washington, D. C.—

"Moral disarmament before physical disarmament."

"The greatest opportunity of to-day—To abolish war."

Dr. Casey—(Cost of Great War).

"186 billion silver dollars piled up would stretch 13 thousand miles beyond the moon."

Graham Spry—

"International Labor Bureau of the League of Nations has now built up an international source of information not paralleled elsewhere."

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Joseph K. Hart—

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Prof. Paul Munroe, Columbia University—

"The initial demand of Patriotism is security. Enlarge it to make it security for all. This is the international idea."

Mr. Denes Janossey—

Representing Ministry of Education, Hungary.

"Hungary believes in the new idea of education for world unity."

Mr. G. D. Pireff, Deputy Minister of Education, Bulgaria—

"Save the child and the child will save the world."

Carl E. Mullican, New York—

"Twenty-five nations of Mother Earth's children make yearly international excursions through the moving picture films."

F. H. Libby, Director of National Council for Prevention of War—

"Great organizations must be conservative or they'll split."

Dr. Jesse H. Holmes, Prof. of Philosophy, Swathmore, Pennsylvania—

"What fools we are to spend four-fifths of our national income in securing safety from other nations."

LIST OF ALBERTA CONTRIBUTIONS TO WORLD FEDERATION OF EDUCATIONAL ASSOCIATIONS

Alberta Government	\$300.00
Alberta Education Association	200.00
Alberta School Trustees' Association	100.00
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Calgary Public School Local	50.00
Edmonton School Board	50.00
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Canadian Teachers Urge Legal Reasons for being Dismissed

Dominion-wide in its scope for the first time, the Canadian Teachers' Federation opened its Eighth Annual Convention in Simcoe Hall, University of Toronto, August 15th. With the recent addition of the Nova Scotia Teachers' Union, the membership is now representative to a large degree of the teachers of the Dominion, with over twenty-one thousand enrolled.

The afternoon and evening sessions were largely devoted to the hearing of reports from the Provinces. Figuring largely in the attendant discussion was the legality of dismissal by School Boards, without valid reason, from the teacher's point of view. The delegates from Alberta and British Columbia took a large part in this discussion, for they have been very active in the far West in such matters.

APPEAL IN B.C.

The general feeling of delegates from all parts was that definite legal reasons should be given for dismissal of any teacher, and that mere desire for a change of instructor did not justify a Board in discharging a teacher. In British Columbia a Board of Appeal has been established to which teachers may appeal. This Board has been instrumental in having many teachers reinstated.

The position reached by teachers in England, through their organization, the National Union of Teachers, in requiring *bona fide* reasons for dismissal, was considered worth striving for by Canadian teachers. Whether any test cases should be tried to determine legality of dismissal without *bona fide* reason will be decided by the Committee of Policy.

Reports from Provincial bodies showed a steady improvement in membership and influence. In Prince Edward Island over 87 per cent. of the teachers belong to the association. That the Provincial organizations are actually serving their purpose is well proved in the reports. In many cases salaries have been raised and standardized.

PROGRESS IN ALBERTA

In Alberta steps are being taken to introduce a minimum salary of \$1,000 for new teachers, and \$1,200 for experienced. In the same Province the Teachers' Alliance has had the contract form changed by the Minister of Education to give teachers five instead of two days' notice when an investigation committee desires to consider their position.

From Saskatchewan came a report of falling membership. The teaching profession in that Province is, apparently, not all it might be. It was said there was no security of tenure, no pension scheme, and continual crowding in of young members cause many to leave the profession for one offering better chance. There is much moving about, partly due to the small numbers on the boards. Where only three trustees control a district, much favoritism and jealousy is met with. Nevertheless, some progress is being made by the Alliance.

In British Columbia, one of the present problems is found in connection with sick-pay allowances. An act, passed several years ago, making cumulative sick-pay compulsory, has met with much opposition, and many requests for repeal. This, it was explained, was due to misunderstanding of the meaning and work of the act. It was put through in too much haste, and, at present, the work of explanation, which should have preceded the act, has not advanced far enough to allay criticism.

Teachers Approve Aim of Raising Standard for Normal Entrance

The final meeting of the Canadian Teachers' Federation held in Simcoe Hall August 16th may have considerable effect on Canadian school problems, in the near future. Two recommendations were received from the Committee on Policy, and both were approved strongly.

In some Provinces the standards of entrance to Normal School are higher than in others, and there is also a difference in the period of training required before reception of a certificate to teach. It is the aim now of the C.T.F. to have the standards in all Provinces rather higher than most now demand, and it is felt that definite steps should be taken in the near future to have this brought about. An attempt will also be made to have the period of training lengthened.

APPROVED BY TRUSTEES.

Another recommendation dealt with the unit of administration of School Boards and Boards of Trustees. The meeting went on record as desiring a larger unit of administration in rural districts. It was pointed out that such a change, which would mean the appointment in many places of a Superintendent over as many as forty schools, had already been heartily approved by Trustees in several places.

The matter of preparing a test case on the security of tenure occupied a large part of the time of the meeting. After much debating and several speeches, it was decided that any attempt to bring on a test case at present would seriously deplete the treasury, and that at any time it would be a grave question as to whether more might not be lost by antagonizing the School Boards with the boast of legal power in certain points. The matter was therefore dropped.

TOKEN OF HOSPITALITY.

Before the evening meeting a dinner was held in Hart House. A feature was the presentation of a gavel to the representatives from Prince Edward Island by the delegates from British Columbia and Ontario. The design and wood-work were executed by teachers of the Vancouver Technical School, and the engraved plate was made of Ontario silver. It was on the suggestion of W. H. Morrow of British Columbia that the gavel was presented, as a token of appreciation of the hospitality shown the C.T.F. at the last meeting in Charlottetown, P.E.I.

Midsummer Meeting of the Provincial Executive of A.T.A.

THE midsummer executive meeting was held in the A.T.A. offices in the Imperial Bank Building, Edmonton, July 4th, 5th, 6th and 13th last. Six sessions were held and during the same period there were also held meetings of the Policy and Efficiency Committee, Policy of Locals Committee, Educational Publicity Committee, Statistics Committee, Curriculum Committee and a general meeting to discuss the activity of the membership on the question of the proposed pensions scheme.

Present at the first meeting were President H. C. Sweet, Past President A. Waite, Messrs. C. B. Willis, F. Speakman, F. L. Tilson, R. E. Hicken and P. L. F. Riches. Mr. J. McCrea could not be present on Monday but was present during the Tuesday evening and Wed-

nesday evening sessions. The President explained the absence of Vice-President R. D. Webb who was attending the Summer School at Queen's University and of Miss M. Fowler who had to leave immediately upon the close of the school term for her home in Ontario. Mr. Riches was present as substitute member for Miss Fowler and was welcomed to the meeting upon the motion of Messrs. Speakman and Waite.

After the reading of the minutes of the executive meeting held in Calgary, May 21, several communications were read and dealt with.

REPORT OF PRESIDENT.

The President reported on the conduct of A.T.A. business since the time of the Annual General Meeting in April. Negotiations had been carried on with the object of effecting a final settlement in the matter of the costs of the case *Thoreson et al vs. Blairmore School Board*. Final settlement had been made, involving the expenditure of \$900 by the Alliance on June 20. Report was made of communication with officials of the Blairmore School Board through H. W. Church of Lethbridge, and by correspondence, relative to restoration of the board to good standing with the Alliance. Upon motion of Messrs. Waite and Speakman the action of the President was endorsed, and the General Secretary-Treasurer instructed to write a letter to the Blairmore School Board stating the attitude of the Alliance upon this question to be the same as outlined in the letter of the President to the Chairman of the board.

Report was made of the judgment given in the appeal case by Hon. Mr. Justice Ford in which it is clearly stated that the teacher's salary is an annual salary and not merely a wage falling due from day to day. It was decided that a Pensions meeting be held, it being understood that Mr. Sinclair of Calgary be chairman and Mr. Verge of Calgary, also a member of the provincial pensions committee be requested to be present to give specific information re the Pensions Scheme.

GENERAL SECRETARY'S REPORT.

The report of the General Secretary-Treasurer outlined visits to many points in the province since Easter, and explained what had been done to assist a number of teachers in difficulties toward the end of the term. Increases in membership and financial returns for the period March 31st to July 1, as compared with the corresponding period of 1926 were reported, a total of 546 fees having been received. The July issue of the *A.T.A. Magazine* had taken the form of a Special Jubilee number, with cost of production largely increased, the increase, however, being covered by additional advertising. It was resolved that letters be sent to the Magazine Committees in the four cities expressing the thanks of the Executive for the splendid work done in connection with the Jubilee issue. Financial reports of the Alberta Teachers' Alliance Inc. and of the *A.T.A. Magazine* and Bureau of Education were received. A list of contributions to the Alberta Fund in aid of the Toronto Conference of the World Federation of Education Associations was presented. (The list appears elsewhere in this issue of the *A.T.A. Magazine*.)

EXAMINATIONS BOARD.

It was resolved upon motion of Messrs. Waite and Willis that the Minister of Education be requested to appoint Mr. Sweet as substitute for Miss Crawford at the July meeting of the Examinations Board. Miss Crawford's report was read and adopted.

PENSIONS.

In the absence of Mr. Brock, chairman, and Mr. Webb, secretary, of the Pensions Committee, Messrs.

Sinclair and Verge, of the committee, were asked to have charge of the meeting, which was held in Alberta College, July 13. A gathering of sixty teachers, representative of all parts of the Province, heard explained the outstanding features of the proposed Alberta Teachers' Retirement Act, and plans were made for intensive work aiming toward influencing local opinion in all parts of the Province in favor of the plan, which the A.T.A. hopes to see the Legislature adopt.

EDUCATIONAL COSTS, OR STATISTICS COMMITTEE

This committee, which has undertaken an investigation into educational costs in Canada, the work assigned to the Alliance by the Canadian Teachers' Federation, reported progress. The committee, which includes Messrs. Willis, Rosborough and O. McKee, continued its work during the latter part of July, and submitted a detailed report to the C.T.F. convention, which was held in Toronto, August 15th and 16th. The C.T.F. has asked that the work be continued. A full account of the work of the committee will appear in this magazine in the near future.

POLICY AND EFFICIENCY COMMITTEE

This committee, appointed in accordance with a resolution of the Annual General Meeting and including Miss E. Patterson and Messrs. K. P. Stewart, C. Robinson, P. L. F. Riches, H. C. Newland and C. D. Kelly, met on Monday, and reported to the executive on Tuesday evening.

Mr. Stewart, chairman of the committee, reported that long and serious consideration had been given by the committee to the questions laid before it, and submitted several resolutions for discussion by the whole executive.

The following resolutions were passed and incorporated in the minutes of the executive meeting:

1. When officials of the Government or of the Department of Education are to be interviewed, the delegations are to be headed by the President or by a person nominated by him to act in his stead, from each delegation.

2. (a) On all matters which do not fall within the General Secretary's prescribed list of duties, or within the routine of his office, the President shall be responsible on all occasions.

(b) The General Secretary is to report to the President at stated intervals on all matters pertaining to A.T.A. business.

REPRESENTATION OF MEMBERS AT LARGE.

With regard to representation of members-at-large at the annual general meeting, it was resolved that any member-at-large be permitted to act as delegate if he presents credentials of five other members-at-large, provided that such members have not signed other credentials and are not otherwise represented.

EDUCATIONAL PUBLICITY COMMITTEE

It was recommended that the Executive form an Educational Committee, the present advisory committee to form the nucleus, for the purpose of developing educational propaganda throughout the Province. The following were appointed members of this committee: Messrs. Karan and Trout. The committee was given power to add and its first meeting was held Tuesday, July 12.

Other resolutions of the committee dealing with the duties of the President and General Secretary, with procedure in connection with the checking of monthly statements of receipts and disbursements by the Finance Committee, and the election procedure, were adopted. A resolution of the President expressed thanks for the splendid help given by the advisory committee.

PROPOSED AMENDMENTS TO SCHOOL ACT.

The President, General Secretary-Treasurer and Mr. Van Allen were authorized to continue as the Legislative Committee.

PRESENTATION OF RESOLUTIONS.

Plans were made for the presentation of resolutions from the annual general meeting to the proper authorities. Hon. Perren E. Baker, Minister of Education, kindly consented to meet the delegation carrying resolutions for his consideration, on July 18th.

SCHEDULE OF SALARIES.

It was resolved to make certain amendments in the A.T.A. Schedule of Salaries, the schedule to be published in the September issue of the *A.T.A. Magazine*.

Reports of the *Magazine* Committee, Bureau Committee and A.T.A. Representative on Board of Reference, were received.

CURRICULUM COMMITTEE.

The Curriculum Committee, which includes R. E. Hicken (chairman), Messrs. Geo. Clayton, H. C. Newland, J. Davidson, P. L. F. Riches and others, met on Thursday, July 12. Mr. Clayton and Mr. Newland reported on the meetings of the Curriculum Committees of the Department of Education held at Easter. It was felt that most of the changes recommended by the 1926 Curriculum Committee are also being recommended by the Departmental Committee, and that many of these suggestions will probably become effective. The following additional resolutions were drawn:

Grammar—

(a) That the course of study in Grammar be revised to conform with the development of the subject in the Text-book.

(b) That the Department of Education be asked to carry in the Library Branch an inexpensive supplement with additional exercise material in all branches of the work in Grammar in Public School.

Citizenship—

That the Alliance Committee endorse the plan of revising the course of studies in Elementary Schools as outlined by the General Committee, and that we recommend that a fair trial be given to the course when so revised.

In connection with the resolution advising a 40-50 pass in Grade VIII, this Committee is in favor of a stricter standard of marking.

Civics (History 3)—

"Resolved: That the portion of the Grade XI Civics course dealing with the Imperial Government be left out since this is covered in Grade XII."

POLICY OF LOCALS COMMITTEE

This committee, which includes F. L. Tilson (chairman), and Messrs. J. Stevenson and J. McGuire, held two meetings during the first part of July. The committee and the executive are arranging for the issue of a booklet to assist those willing to form locals of the A.T.A., and in which will also be outlined suggested plans for procedure in meetings of locals, lists of topics and suggestions as to lines of work which locals might continue through a school year will be included.

Regarding University Training for Teachers

Sir:—

The Alberta Teachers' Alliance respectfully submit for your consideration the following resolution, passed by their delegates in general assembly, Easter, 1927:

"RESOLVED: That we petition both the provincial Department of Education and the University of Alberta for a six years' course leading to combined degrees in Arts and Education; such courses to be paralleled in scope and intensity with the training offered by the University in Law and Medicine; and that those who obtain diplomas in this course be licensed to teach."

We believe, Sir, that the following advantages would accrue to the practice of education in our province if such a scheme were put into operation:

1. *Stability of Membership within the Profession.* The teaching profession is notorious for the transience of its membership, as compared with that of the other professions. The result is not only increased costs in the training of teachers but a lowered index of professional experience. If experience counts for anything in the practice of teaching, then the result of present conditions must be considered as unsatisfactory from the standpoint of the children who are to be educated. It is submitted that young men and women contemplating a course of four or six years' duration would already have chosen teaching as a permanent profession.

2. *Superior Qualification in New Entrants to the Profession.* This would be made possible by:

(a) Teachers entering a University course of the duration specified would already have an interest in teaching for its own sake; enthusiasm for any undertaking is a necessary prerequisite to its successful execution.

(b) The study of the Science of Education for the length of time necessary to complete a course at the University would provide a foundation of purposes and methods in Education that should prove invaluable in its successful practice in the schools of the province.

(c) Candidates for the profession would have an adequate period of *practice teaching*. This would be based upon a thorough scientific training in the fundamental principles involved.

(d) Intimate knowledge of the teaching subjects as outlined in the courses of study for secondary schools might be acquired by candidates by requests to the various academic departments of the University for courses containing or closely related to the material taught in the high schools.

(e) Contact with modern education procedure throughout the educated world could be maintained, not only on account of intimacy between the University and the profession, but through graduate study by members of the profession in British or foreign institutions. It is worthy of emphasis that students successful in courses at the University of Alberta are granted full credit in any of the institutions of higher learning in the Empire or in the United States.

3. *Training for Research.*

(a) There are problems of education which are peculiar to Alberta, and which cannot be answered by studies in education outside this province. At present the solution of a large number of these problems is based on *opinion*

of members of the profession. Education is rapidly becoming a science in which methods and procedure cannot be based on opinion or even individual experience. Training in methods of research and scientific study would be not the least of the contributions of the University towards education in this province.

- (b) Such training and study would allow for contributions from Alberta to the problem of Education throughout the Dominion. It should be noted in this connection that British Columbia, Saskatchewan, and Nova Scotia have established such a system of teacher-training as this resolution requests. Working in harmony and collaboration with students in these provinces would have a special contribution to make to Canadian Education on account of her peculiar conditions of population and industry.

Respectfully submitted,

ALBERTA TEACHERS' ALLIANCE.

To the Minister,
Department of Education,
Edmonton.

A Retrospect

JAMES SHORT, K.C.

It was in January, 1889, that my connection with the Calgary schools began. I came as Principal of the Public School. The school staff then comprised four teachers, and the school building was a four-roomed brick veneered building erected in 1887 on the grounds where the present Central School stands. Provision had been made by the Legislature of the North-West Territories, then sitting at Regina, for the formation of High School departments in connection with the public schools. With the aid of Mr. I. A. Blair, Public School Inspector of Calgary district, a set of entrance examination papers was prepared. Out of a senior class of forty, thirty-six passed, and in July, 1889, the first High School in Alberta was organized. At the same time a similar department was organized at Regina. The assistant teachers of the school in 1889 were Miss McIntyre, now widow of the late Archie McKelvie, M.L.A., Summerland, B.C.; Miss Wheeler, later mother of Kathleen Parlow, the well-known violinist; and Miss Cowan, now Mrs. Dalgleish, of this city.

The Public School attendance in June, 1889, was 160, and the population of the town of Calgary estimated at 1,200.

The Hudson's Bay Company occupied a single-storey framed building on the site of the Royal Bank, Centre Street, with two clerks in attendance, and the I. G. Baker Company the building now used by the Imperial Bank. There was a sidewalk of planks about half way from the Royal Bank corner to the Bank of Montreal, the native sod furnished the walk the rest of the way. There was no railway to Edmonton, passengers being taken once a week—a four-day journey—by stage, and freight by half-breeds in their two-wheeled carts.

Where there is no vision the people perish. The citizens gave their hearty support to the High School department, and later built a separate building for the work, and it is gratifying to note the high standard our High Schools have now reached and that the attendance has kept pace with the growth of the City.

A.T.A. Salary Schedule

Public Schools in Cities

1. Cities with population of 50,000 and over:

Principals

Schools of eight rooms and over	\$2,400 to \$3,600
Advancing by annual increments of \$150.	
Schools of five to seven rooms	\$1,800 to \$2,900
Advancing by annual increments of \$100.	
Schools of one to four rooms	\$1,500 to \$2,300
Advancing by annual increments of \$100.	
Male assistants and lady vice-principals	\$1,800 to \$2,700

2. Cities with population of 8,000 and over:

Principals

Schools of eight rooms and over	\$2,000 to \$3,000
Advancing by annual increments of \$150.	
Schools of one to eight rooms	\$1,500 to \$2,300
Advancing by annual increment of \$100.	

3. Cities and towns with population of under 8,000:

Principals

Schools of five rooms and over	\$1,800 to \$2,900
Advancing by annual increment of \$100.	
One, two and three grade teachers	\$1,200 to \$2,200
Advancing by annual increments of \$75.	

Public Schools in Towns and Villages

Principals	\$1,100 to \$1,800
Advancing by annual increments of \$50. In addition to the above maximum and minimum there shall be paid \$100 per annum for supervision of each additional room above one room.	

Vice-Principals

\$100 per annum above regular schedule of Grade Teachers.	
Grade Teachers	\$1,100 to \$1,800
Advancing by annual increments of \$50.	

Continuation Schools

Schools containing one or more rooms doing High School work and a number of Public School rooms.

Principals	\$1,600 to \$2,500
Advancing by annual increments of \$100. In addition to the above maximum and minimum there shall be paid \$100 per annum for supervision of each additional room above one room.	
High School Teachers	\$1,600 to \$2,500
Advancing by annual increments of \$100.	
Grade teachers: Same as in Public Schools in towns and villages.	
Vice-Principals: Public and Continuation Schools: \$100 per annum above regular schedule.	

Rural Schools

One-roomed schools	\$1,100 to \$1,500
Advancing by annual increments of \$50. Schools of more than one room, regular schedule together with \$100 per annum additional for supervision of every additional room above one room.	
Rural schools with High school pupils: Regular schedule together with an additional \$100 for each High school grade taught.	
In fixing initial standing there shall be made an allowance of \$50 for each year's experience as teacher elsewhere.	

High Schools

1. Cities with population of 50,000 and over:

Principals	Maximum of \$4,000
Assistants	\$2,000 to \$3,500
Advancing by annual increments of \$150.	

2. Cities of 8,000 and over:

Principals	Maximum of \$3,500
Assistants	\$2,000 to \$3,200
Advancing by annual increments of \$150.	

3. Cities or towns of under 8,000:

Principals	\$2,400 to \$3,200
Advancing by annual increments of \$100.	
Assistants	\$1,800 to \$2,500
Advancing by annual increments of \$100.	

Commercial and other special teachers in the city High schools to be paid on the same basis as High school teachers.

Allowance for Past Experience in Villages, Towns and Cities

All teachers shall be made an allowance for experience previous to appointment of one year's standing on the schedule for each two years' experience elsewhere.

N.B.—The above schedule of salaries was compiled by the Provincial Executive after receiving reports and recommendations from Locals. It was then submitted to the electoral vote and almost unanimously approved; minor alterations were made to conform to the wishes of certain Locals who otherwise could not vote "yea." The schedule is compiled to serve as a "basis of negotiations" between school boards and teachers.

Alliance Delegation Meets Minister of Education

HON. PERREN E. BAKER, Minister of Education, kindly granted an audience to a delegation from the Alberta Teachers' Alliance, on July 15th last. The delegation included the President of the Alliance, the Past President, the General Secretary, Miss Jean Ramsay and Messrs. Speakman, Willis, Riches, Hicken, Tilton and Wees. A communication was carried to the Minister bringing to his attention resolutions of the Annual General Meeting of the A.T.A. concerning advertisements by school boards for teachers, powers of the Board of Reference, and records of its proceedings, textbooks, setting of examination papers, the Grade VIII standard, payment of examiners, interchange of teachers at time of writing departmental examinations, curriculum and payment of teachers in rural schools.

Mr. W. Wees presented the resolution of the Annual General Meeting proposing a degree course in education.

Miss Ramsay and Mr. Speakman brought forward the viewpoint of the Calgary teachers in connection with the recent amendment to the School Ordinance providing for practice teaching by Normal School students in any school room in the province. The Minister felt that word of the proposed operation of this section of the Ordinance had reached the teachers in very unfortunate fashion, and that when the proposed plan is made effective the teachers will find no grounds for dissatisfaction.

The Minister agreed to consider carefully several suggestions of value in the resolutions laid before him, and expressed the intention of trying to work out in 1928 some feasible plan for the equalization of travelling expenses of sub-examiners reading departmental examination papers.

LOCAL NOTES

The regular monthly meeting of the Cardston Local was held June 13th, with President Lee presiding. The minutes of the meeting held on the second Monday in May were read and approved.

The Secretary reported that nine dollars had been sent to the Provincial Committee for the World's Federation Educational Association. She requested that all other donations be paid soon.

Mr. Ora L. Nielson gave a lecture, "Play in the School." He emphasized the need of supervised play and suggested ways whereby this can be provided in the average school. Mr. J. W. Low discussed the topic, "Preparing for War in Time of Peace." The main points with which Mr. Low dealt were:

1. The A.T.A. has made its best advances when there has been a real issue at stake.
2. The arrogance of the public is usually in inverse ratio to the activity of the Alliance.
3. Professional ethics are fostered best by stronger organization.
4. Some of us are indifferent.
5. In "Times of Peace, Prepare for War."

Mr. R. E. Hicken, Alliance representative for S.W. Alberta, emphasized the importance of the Alliance and the necessity of a strong membership.

The meeting was then adjourned.

Opinion in the Making

WM. CAMERON, M.A.

EDUCATION as a concept still remains a source of perplexity for the average thinker. Yet to the careful observer its innermost nature stands revealed on every bill-board, erected throughout the country for advertising purposes. Posters, publicly displayed, become a means of influencing public opinion in favor of the merits of some particular commodity. Education similarly functions as a huge national advertisement for influencing mass opinion favorably towards a certain point of view.

To understand the meaning of mass or public opinion one must have an idea of its source and how it is formed.

In a democratic society such as ours the popular idea prevails that public opinion embraces the considered judgment of the masses and as such must direct and rule. Like democracy, however, the basic meaning of the term remains subtly hidden under a galaxy of scintillating verbiage and is in consequence but little understood by the identical people whose opinion it is intended to represent. Superficially it appears as the common opinion taken from out the sum total of the ideas of individuals, in the aggregate referred to as the public.

Some courageous spirits, however, emphatically assert that what we call public opinion, is not in reality public opinion at all; that it is but the replica of a model fashioned by some group or class for a definite purpose and accepted by the public as their original own without careful consideration or due process of thought; that in fact it is nothing but an advertising scheme operating to bias the mind of the masses in favor of the views and interests of a privileged social class.

History classifies consecutive stages of society as slavery, feudalism, capitalism, indicating the existence of a permanent class division—freemen and slaves, nobles and serfs, financiers and wage-workers or in general non-producers and producers of the world's wealth. Assuming the truth of historical teaching and established economic argument, we observe that these two distinct and opposed classes in the social fabric have always viewed life from polar extremes; have had, in fact, conflicting economic interests. In consequence they ought in reason to hold diametrically opposite and irreconcilable viewpoints.

Yet notwithstanding this rational divergence of opinion, we find the great majority of the workers including teachers, illogically holding the same views on production as the great financial corporations, broadcasting the same ideas as the kings of capital, and defending with their utmost power the interests of the rich whenever called upon to do so. The opinion of the wealthy but describes a course of action necessary for the furtherance of their own class interests. So that although public opinion is only an echo of the model opinion of the leisured class, a mystified public fails to recognize it as such.

Indeed, it seems most inexplicable that, with educational instructors functioning as a means of explaining the general nature of the thought process, such misconception is possible. Hence we are constrained to inquire whether Education is so arranged and standardized as to force people to reason in a manner altogether at variance with the teachings of the social environment.

One modern writer asserts that "It, (i.e., public opinion) is the result of America's greatest industry. And this is not the coal industry nor the oil nor the automobile industry. It is not building nor shipping nor railroading. No! it is none of these. America's greatest industry is the Head-Fixing industry." Beyond certain clearly defined limits no Americans may think freely for themselves. Their thoughts may only operate in one particular direction and must duplicate, irrespective of objectivity, the ideas of the autocracy of finance. A person daring to evince some originality and give utterance to any contrary opinion receives sentence of social ostracism, until such time as his sin against authority and orthodoxy has been abundantly expiated.

Witness the absolute finality of our democratic Provincial Minister of Education when defending the continuance of his ultimate system. Apparently argument fails him and his final "progressive" dictum, "We have had enough of criticism," reminds one vividly of Attorney-General Palmer's notorious phrase, "Obey the law and keep your mouth shut," or of Gropper's rendition of his famous cartoon, "Aw, shut up! This is a free country."

Witness also Miss Agnes McPhail who since her Edmonton speech on existing educational methods and the subsequent publication of her pamphlet on the Chinese situation, has been denounced by small bodies representative of every political party in Canada; and reprimanded even in Parliament by brother labor representatives. Evidently, through some reprehensible educational omission, her head had not been statically fixed in the recognized orthodox manner and for the laxity of her college training in allowing her to retain a two-track mind, she must pay the usual social penalty. Mental respectability undoubtedly depends upon strict adherence to "public opinion."

"The prevailing ideas of all ages have ever been the ideas of the ruling class," states one of our greatest economists. Apparently this one-sided unifying process characterizes not modern times alone but all previous historical epochs. Only a certain crudeness in former methods has disappeared before a highly efficient and abundantly productive system, planned and organized by some of the best-paid brains of humanity.

The ancient Greeks initiated the Head-Fixing industry. During the Peloponnesian war Socrates became a propagandist for one of the wealthy groups and advocated a return to power of an oligarchy composed of the old land-owning aristocracy. On the conclusion of this fratricidal strife, revolution broke out in Athens and the mercantile class won. Socrates, the head-fixer for the nobility, paid the penalty for taking the part of the weaker side.

Dionysius invited Plato to Syracuse to be his chief propagandist in an attempt to found a society modelled on the "Republic." Not being successful, Plato was sold into slavery.

Aristotle, too, tried to fix the heads of the Athenians in favor of the autocratic Alexander who paid him most liberally for his philosophical services, and even ordered the burning of books written by other philosophers, reputedly more intellectually inclined, in order that his favorite publicity-man might not suffer eclipse in his propagandist work. On Alexander's death Aristotle fled from the angry Athenian populace to Chaleis where he also drank of the hemlock cup.

"*Carthago delenda est*" indicates that the mercantile class of the Romans recognized the value of slogans in their head-fixing work, but on the whole the convinc-

ing power of the army in enforcing enactments of a centralized government formed Rome's chief means of subjugating the weaker party to the views of the stronger.

In feudal times the Church with its vast economic resources and corresponding dominant ruling power, found it a comparatively easy matter to instil the ideas of the rich and powerful into the minds of the ignorant and toiling masses. Public opinion re-echoed the opinion of the land-owning class. The priest was the chief propagandist. Sometimes, however, when argument and biblical authority failed, recourse was had to cruder but more drastic methods—social and individual punishment. As late as 1600 A.D. Bruno suffered at the stake for teaching the revived heliocentric theory of Copernicus in opposition to the monastic geocentric explanation.

Thus by means of physical and mental intimidation, the masses adopted an attitude of *laissez-faire* and took no interest in social problems except in so far as related to their immediate daily necessities. They meekly accepted the ideas of the rich as their own and acted in accordance with these views.

Notwithstanding such obstacles and while church, king and nobles fought against one another for supreme religious and legal power, a new method of thought, the method of science, slowly developed. With following improvement in tools of production and in labor organization, coupled with the necessity of greater travel to secure new markets for an increasing surplus product and raw materials for industry, a merchant class arose and amassed much wealth. New social relationships growing out of changing social conditions required new legal provisions not included in feudal legislation.

At a certain stage in its development industry found its further growth checked by restraints of church and state acting on behalf of the land-holding aristocracy. In its onward evolution, manufacture and trading required workers freed from the land so that they might be freely exploited through working for wages. The merchants demanded freedom of competition free from the restrictions of guild organizations; they desired also to be free from the necessity of paying tribute to Rome and from many of the ordinances emanating therefrom.

Public opinion had to be changed in their favor. Much propaganda was used for this purpose and to such good effect that finally the absolute property rights of king and church were modified by religious reformation. In England the power and authority of the papal church was destroyed. The guilds too were broken up and the purposeful extension of the enclosure system drove the serf from the land into the new industrial districts. It was during this period of conflict that Martin Luther became the chief head-fixer of the new mercantile power by preaching his famous doctrine that "Man is justified by faith alone" which typified the prevailing desire to please oneself about the observance of ordinances, penances, tithes, etc.

It is a truism historically that each succeeding revolution exceeds its predecessor in the extent and extreme nature of its propaganda. A century following the final success of the mercantile class in England, the French revolutionists carried their opposition to the established feudal system to the extreme limit. The radicals, corresponding to our present financial and industrial class, did not stop at reformation; they were entirely opposed to all existing religion, and their protagonists, Rousseau, Voltaire, Diderot, Mirabeau, successfully moulded public opinion favorably to their economic interests by emphatically denying the "divine rights" of the aris-

tocracy. As the spoils of their victory this mercantile group seized the church lands and other property for distribution among themselves. The church having now lost its former sources of income and relying for its further existence on industrial support, became thereafter an institution for propagating the opinions of the new aristocracy of industry.

Thus history records how a powerful organization which at one time religiously taught and fostered the eternal permanence of feudalism with success, failed at a later period to defend the property rights of kings and nobles against the propaganda of the rising mercantile group; and influenced by a changed environment, changed the nature of its doctrine and teachings to suit the interests of the now dominant class. It follows, then, that any movement having in view the development of a new society must of necessity attack the existing institutions of the order which gave it birth. From the standpoint of the old society, the ideas of a rising class must therefore appear anti-religious, that is opposed to the existing religion, unpatriotic, revolutionary and to such an extent unjustifiable as to ultimately warrant the application of extreme force for their extirpation and destruction. This desired aim is impossible for these ideas are thoughts palpably not formed without material, but arising directly from existent social conditions. Coming from objective reality, in fact being but another form of objectivity, they are observed not only by one individual but by thousands of widely-separated people as well. Deportation or imprisonment of the new propagandists or the application of other suppressive force but brings forth more widespread attention to conditions and causes of conditions not heretofore generally observed. To interpret history correctly and equitably forms one of the functions of our educational system but unfortunately for the progress of society, its one-sided class outlook has hitherto proved mentally valueless, except as propaganda for a special purpose.

With the advent and consolidation of the new society, the great publicity value of various slogans was recognized. The concept of "divine right" was now detached from feudalism and applied to its victorious successor; its eternal nature too; its rich and its poor; obedience to the wealthy and powerful usually termed patriotism; its right to leisure as opposed to productive work. By reason of intensive propaganda and instruction this ruling class ideology has been without hesitation absorbed by the masses, and today as long previously the ideas of the rich reflect themselves in the public opinion of the populace. That one class which "toils not neither does it spin," if we accept yarns, should possess the accumulated fruits of labor while those who actually work possess nothing, is perfectly just, says public opinion. But, this too, is an echo of the opinion of the rich. So that if the cry of capitalism re-echoed again and again by its public and private mouthpieces finally becomes public opinion, then public opinion is nothing else but the capitalist opinion and not in reality public opinion at all.

The children of a country we call a part of its natural resources. Natural resources become useful only when acted upon by the process of exploitation. Most of these resources are passive. The faculty of intelligence, natural to children, instead of being trained and developed, must likewise be reduced to the same passive condition; must be rendered plastic so that it will fit any desired mould. So compulsory laws force all the children of the country to attend school. Moreover their education must be carefully supervised and standardized. Why? Simply that their heads may be fixed in the right

way; that their thoughts may contact with social happenings from the point of view of those higher up.

Newton's law of motion holds equally good for brain matter as for any other cosmic substance. And when he states that matter continues in a state of rest or uniform motion in a straight line unless compelled by some external force to change its state, he makes no exception of thought. To impress upon children a thought motion in the desired direction is the chief aim of school education; to prevent any external force acting contrariwise, forms the main object of adult education, aided by the nature of matter to resist any tendency towards change. For the former purpose instructors, thousands of them, supervisors, trustees, inspectors, etc., doubtless perfectly honest and sincere, and imbued with the importance of their work, because they too have gone through the same disciplinary operation, diligently attend the child to fix the heads of the young public so that public opinion may get a good start. Their main teaching deals with the great and the near great—with Plutocrats, Kings, Presidents, Statesmen and the homage and implicit obedience due to these omnipotent men. Wealth and power are extolled; poverty and lack of power degraded. Literature such as Shakespeare's becomes the subject of long and prolonged study. It minutely describes and rapturously applauds Kings and their attendant courtiers, their mannerisms and time-wasting devices; it disparages the common people, the working class, calling them starvelings, quinces, hempen home-spuns, mechanic slaves with greasy rules and hammers, multiplying spawn, etc. Patriotism and progress, it teaches, go hand in hand, but omits to say that true patriotism is love of general human progress not that of a particular class.

Such instruction forms the main part of the propaganda called Education. Teachers have now supplanted the feudal priests and become the basic head-fixers of society with numerous bosses to supervise and direct their work. Moreover to discover any overlooked sins of omission or commission, tests are employed to measure the quantity and quality of the teacher's orthodoxy as well as of the propaganda absorbed by the child; even although such instruction controverts the knowledge obtained naturally through the individual's sense perceptions. These tests are called intelligence tests. But what is the nature of this phenomenon?

Intelligence may be defined as the quantity of economically-applied social effort expended by the individual in furthering the progressive development of his class interests. But the objectives of the two classes in society are rigidly opposed. Intelligence on the one part means non-intelligence or ignorance on the other. Intelligence itself is a complex of understanding and knowledge directing human energy along lines of least resistance towards a definite goal. However, the mental compound alone is not intelligence until it acts for a cosmic or human purpose, any more than what we term vinegar is vinegar until it comes in contact with the tongue.

Understanding is a constant. Knowledge varies directly as the task to be performed or the problem to be solved. The needs of the producer and non-producer are antagonistic and so must be the knowledge necessary for each class. It becomes therefore positively inane to give the children of the rich and poor the same educational content; and mentally absurd to test intelligence by a passive symbol standard, if such exists, arbitrarily determined by master class requirements and corrected by examiners possessing none other than master class ideology.

The A.T.A. Magazine

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BLAIRMORE SCHOOL BOARD LUCKNOW S.D.

Candidates selected for the above posts who are members
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As long as teachers conform to orthodoxy and without any argument or protest carry out the traditional work imposed upon them by ancient authority, just as long will their legitimate requests for a better standard of living and fixity of tenure remain unheeded. In England a more militant attitude and a new rising educational movement impelled the Government to protect its own interests by giving its teachers a relatively high salary scale in addition to a superannuation allowance. Canadian teachers, however, have remained such willing and diligent propagandists of upper class ideals, that no reason exists for granting them further concessions. "Blessed are the meek, for they shall inherit the earth." So mote it be.



H. D. AINLAY

PRINCIPAL OF THE GARNEAU SCHOOL, EDMONTON
 NATIONAL PRESIDENT, NATIVE SONS

Mr. Ainlay was for a number of years on the executive of the Edmonton Public School Local and headed that body as president. Last year he was on the Provincial Executive as Vice-President and head of the Finance Committee. At the same time he was President of the Strathcona Assembly No. 49 of the Native Sons of Canada and also President of the Alberta District Council.

At the recent Dominion Convention held in Calgary, the Native Sons honored him with the highest office of the organization, the National Presidency. The organization extends from Victoria to Montreal and, although only six years old, has a large membership.

The Alliance extends congratulations to Mr. Ainlay on the honor bestowed upon him and the teaching profession.

PEARLS OF WISDOM GLEANED FROM EXAMINATION PAPERS

"The climate of England is damp and dry, and is swept by the Monsoon winds."

"One of the British possessions in Africa—'British French Africa'."

"The physical features of India is malaria."

Editorial

THE Second Biennial Conference of the World Federation of Educational Associations is now a matter of history: the 5,000 guests of the Canadian Teachers' Federation representative of China, Japan, India, Australia, New Zealand, Africa, South America, Mexico, Central America, U.S.A. and a host of other countries, voicing their appreciation of the C.T.F. as hosts and Canada as a land of progress, promise and hospitality. It would be impossible to give an accurate conception at this early stage and in the space at our disposal in this issue, of the magnitude of the Convention, of its accomplishments and of the potentialities of the W.F.E.A. for the general good of education and service to mankind. Many of us left the Convention feeling that if directed aright, the Federation might parallel the League of Nations as an agency for developing the right atmosphere for world peace. As one listened to the representatives from the respective countries deliver their message; as one attended the session under the chairmanship of an eloquent Chinaman, perfect in deportment, dignity and procedure; as one observed on the same platform leaders in educational affairs applauding the sentiments expressed by delegates from nations recently at death grips with their own, one could not feel that the practice of world-wide brotherhood was very far away, and the great apostle's expression, "He hath made of one blood all nations of men," constantly recurred to one's mind.

AND yet, in spite of the unanimity of sentiment in regard to the development of world peace it was very apparent that no such idea was present with any delegate that universal peace is synonymous with that internationalism which would result in the dissolution of national pride, sentiment, language and ideals. The sentiment in the minds of all present is expressed in the resolution of the W.F. of E. Associations in providing for May 18th as a "World Good-will Day." "To have all children in all schools in all the nations . . . stress the interdependence of the nations and emphasize the achievements that have benefitted mankind in general, drawing attention of children to the bonds that unite humanity."

IT remains to be seen whether or not the W.F.E.A. will receive enough world-wide support to make certain that the final result of the deliberations of the Federation will be something more than the adoption of comparatively useless reports and the passage of innocuous resolutions. The power lies largely in the hands of teachers, school boards and Departments of Education to make the aims and ideals of the W.F.E.A. amount to something in the minds and hearts of children. The recent "war to end war" has, apparently served no purpose in regard to removing future causes of war; governments and diplomatists, no matter what their

intentions may be, seem able only to develop national suspicions, and huge armaments—challenges to combat. Education and education alone must seek success where other agencies and influences have failed.

That the peace of the world of tomorrow can be achieved through developing in the minds of the growing generation a conception of the right attitude of nations to one another and an abhorrence of the consequences of aggression and bellicosity, is not only the prayer but the established belief of the leaders of the W.F.E.A.

* * *

CANADA and the Canadian Teachers' Federation have reason to feel proud of being the hosts of the W.F.E.A. All did nobly—Provincial Governments, Toronto City Council, Toronto School Board and last, but not least, the Toronto Committee of Arrangements under the direction of Dr. Hardy, the newly elected President of the C.T.F. Every teacher who so self-sacrificingly assisted the Toronto Committee with work; every teacher who subscribed to help make Canada a land of hospitality to our overseas brethren may rest assured that the seed sown at the Toronto Conference will bring forth fruit in due season—forty, sixty, even one hundred fold.

AT the recent Toronto Convention of the Canadian Teachers' Federation, complete unanimity of opinion was evidenced by the delegates from all the Provinces of the Dominion that the rural school district is an impediment to educational progress. A resolution was passed placing the organization once more on record as advocating a larger unit of administration for educational purposes than the present, inefficient, costly and out-of-date small rural school district. Since, outside of British Columbia (where, generally speaking, the municipality is the established unit of administration) so little progress has been made throughout the Dominion in regard to this obviously necessary reform in Canadian educational systems, one might be pardoned for feeling somewhat pessimistic, and wonder what influences are being exerted against the institution of a reform which well-informed, progressive and thoughtful educationists deem to be absolutely essential in the interests of children, teachers and the public.

* * *

THE one hopeful feature in the situation is that the person is a rarity who, excluding all considerations but those purely educational, can urge arguments against the larger unit: ministers of education, departmental officials, inspectors of schools, teachers,—all apparently view the matter in the same light. The logical query presents itself, "Why do not legislatures act? M.L.A.'s who inform themselves with regard to the larger unit seem generally to concede that the balance of arguments in favor of the larger unit, such as a municipal school board, far outweigh those against." Some may reply: "The Manitoba School Act provided, years ago, for Municipal School Boards and yet only two municipalities have availed themselves of the privilege; municipal

school boards cannot be a success. What is the use of legislation when it is obvious that the public is not interested in the matter?" As a matter of fact it is erroneous to assume that municipal school boards in Manitoba are not a success: the very reverse is the case, whether one views them from the standpoint of splendid return for expenditures, facile administration of the educational unit, quality of instruction given, type of teacher attracted to and retained in the schools of the municipalities, or excellent provision for both elementary and high school education. The reason for the creation of so few municipal school boards in Manitoba is psychological rather than educational or financial; seldom will one community vote itself into a system of government or taxation which is not common to every community in the country. Local option never seems to be a popular institution, except with legislative bodies, anxious to avoid offending or anxious to placate a section of the electorate: it is an excellent method of side-stepping an issue without inflicting the will of the majority over an entire country or province under their control. With respect to municipal school boards, in our opinion it would retard rather than advance the policy to provide for local option; as has evidently been the effect in Manitoba. If municipal school boards are to be created it can only be done effectively by legislative enactment providing for no local option.

THE passage of a Municipal School Boards Bill would not in our opinion infringe upon the right of any Protestant or Catholic minority (safeguarded as it is by the British North America Act) to create separate school districts, and that being thoroughly understood, one is at a loss to understand why there should be any other than purely educational considerations brought to bear on the question.

THE peculiar feature of the educational world is that the public, as a general rule, can not or does not seem to be desirous of exerting any pressure in regard to the technique of education. They seem as well disposed to leave the educational technicians to carry on and make recommendations with respect to education as they are to leave the military and naval technicians to carry on with the army and navy. That is not to say the public is not interested in education—the reverse is the case. Every good parent (and these constitute the majority of the electorate) wants his child to have a good teacher, a good education, a good school; but the method by which these should be provided is left for those to decide who are supposed to know—the department of education, the school board, the inspectors of schools, and possibly, in some measure, the teaching profession itself. The man in the street knows something about education; he went to school himself once; he remembers how his teachers did their work, how there used to be a school board in those days, just the same as now; he feels somehow that if things are going along just about the same as when he was a boy at school

there is no crying need for reform. He is not sufficiently informed on the purely technical side of educational administration to give much thought to that question; he, like all true Britishers, preserves his birthright to grouch and grumble at the amount of the tax bill, school taxes included (a bark far worse than a bite in most cases); but unless it is impressed upon his mind that his boy or girl might receive much better service at little or no additional cost, he is not disposed to give one per cent. of the amount of thought to school administration as to the state of the crops or the price of oats or pork.

AND there is the crux of the whole matter; the electorate as a body is not sufficiently educated or informed on the matter to make any stir with respect to the inefficiency, antiquity, and wastefulness of the present system. Practically all the newspapers exerting any weight upon public opinion and affairs are published in the large centres; the large centres have the advantages and facilities of municipal school boards and, therefore, the matter of municipal school boards naturally is given scant consideration; but were even the suggestion made that every city be partitioned into a number of smaller units, each electing its own little school board and running its own little "show," the absurdity of the smaller unit would be so apparent and the outcry from press and public so loud and violent as to shake to its very foundations the provincial government or leader responsible for the suggestion and load them with ridicule. And yet it would require a very facetious debater to argue that the small unit outside the cities is not just as unsuitable and ridiculous. The only difference is that the rural citizen has grown up with and become acclimatized, so to speak, to the small unit, and therefore unconscious of its demerits and need for reform. What is really needed is persistent, forceful and fearless advocacy of the larger unit of administration. Deep-rooted associations are always difficult to sever in educational affairs. The honor of accomplishment of something really worthwhile surely awaits the government that determines to let conviction overrule minor considerations and carry into effect a most obviously essential and long delayed reform. One thing is certain: the solid endorsement and gratitude is assured them of those most competent to judge, to recommend its necessity, and prophesy its benefits to all concerned. The Canadian teacher body does not care to whom the credit for its advocacy is given, provided only that steps are actually taken by governments to remove the greatest obstacle in the pathway of rural education; namely, the small rural school district.



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EDMONTON

OUR TEACHERS' HELPS DEPARTMENT

GRADE I, NATURE STUDY

(We regret that the following lesson in Nature Study for Grade I reached us too late for publication last month. Cut it out and keep it for future use, or keep the whole magazine.)

1. With what does Mother Nature weave her new carpet?
2. What color is the old carpet?
3. What rug covers it in winter?
4. What takes this rug off?
5. What sweeps the floor clean?
6. What washes the floor clean?
7. What color is the new carpet?
8. Is it plain or flowered?
9. Name six flowers that decorate it.

The New Carpet

"I must have a new carpet this spring,
My old one never will do;
It's getting so thread-bare and soiled
And it shows the bare floor through.

Now, what shall I get this season
For the prettiest ever seen?
To my own taste, pure white for winter,
And for summer time pure green.

Gold sprinkled with dandelions,
With daisies here and there.
I've found it by long experience
A beautiful carpet to wear."

A Riddle

"When she's young she's tall and slender,
Any faint young breeze could bend her;
She grows stout as she grows old,
And her hair is sunny gold.
As the days pass out of sight,
Lo! her hair turns snowy white.
Then the children in their play
Wish, and blow her hair away.
Guess her name? You're tired trying,
Why, her name is 'Dandelion.'"

A Riddle

I sleep through the winter,
I wake in the spring;
I wear a green and white suit,
I can swim and dive.
I lay my eggs in the water;
I live in the pond and brook;
Sometimes people try to catch me.
They think I would make a nice dinner!
What do you think I am? Frog!

"Over in the meadow
Where the clear pools shine
Lived a green mother frog
And her little froggies nine.
'Croak!' said the mother;
'We croak!' said the nine;
So they croaked and they splashed
Where the clear pools shine."

Birds

Birds we see in the spring. Parts of birds: head, back, breast, wings, legs, feet, toes, beak, tail, bill, body, feathers.
Homes of birds; food of birds; things birds can do.

The Birds' Ball

Spring said, "I have decided, Mother Nature, to give the birds a ball."

"What a good time they will have!" exclaimed Mother Nature.

"There ought to be flowers everywhere," suggested Spring.

"Yes, indeed," said Mother Nature, "we will have flowers and refreshments everywhere."

And then Dame Nature and Spring went to work; and such a busy, joyous time as they had getting ready for the birds' ball. It was no trouble, either, for all things wanted to help.

"What can we do?" said the breezes.

"Carry the word to the flowers," said Mother Nature, "and ask them to have their fairest blossoms ready to open on the day of the ball."

"Can we do anything?" said the rain-clouds.

"Yes, indeed, you can," said Mother Nature. "I want you to send down gentle little showers to water the flowers and the grass."

"We are sure it will not do to have it rain all the time," said the Sunbeams, quickly. "We want to help, too."

"We can't get on without the bright Sunbeams," said Mother Nature. "You must shine and shine, and do your best to help everything grow."

Then Spring said, "We'll send the invitations by the Carrier Pigeons. They know how to carry messages and can fly very swiftly."

So the Carrier Pigeons took the invitations. No one was overlooked, although some lived high up in the trees, some low down among the bushes, some in the deep forests, and others near the houses.

At last the day of the ball arrived. The sun came up and shone on the earth, all decked with flowers. The birds began to sing, each his own song, making a grand chorus.

When the sun came up higher Mother Nature said, "I hope the birds will help themselves to whatever they like best to eat."

And then such a twittering as was heard.

The robins went after the worms and every other bird hunted for the thing it liked best.

Then they danced all the day.

The owl was not happy when he heard about the party.

"Why didn't you ask me to your ball?" he hooted.

"We tried to," said Spring, "but you were sound asleep. Why don't you give one yourself at night, when you are awake?"

"That is just what I shall do," said the owl. "I will give a midsummer-night's ball, just as soon as the frogs begin to croak, and the fire flies come."

ARITHMETIC, GRADE II

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
6	3	4	5	4	4	5	3	5	4
4	6	3	5	4	4	4	6	3	7
3	4	5	4	3	2	4	4	4	4
7	5	6	3	6	5	4	5	5	6
5	2	8	6	4	4	5	4	4	4
6	8	4	4	5	3	4	3	7	5
8	5	7	7	9	8	7	5	3	5
4	7	6	6	6	8	9	7	7	8

B.

Write in words: 569, 408, 371, 640, 783.

N.B.—The words required for the writing of this and similar exercises may be written in a corner of the blackboard, or on a large piece of paper which may be pinned up in plain view and kept for reference.

C.

1 yard = -----inches	1 week = -----days
1 hour = -----minutes	$\frac{1}{2}$ hour = -----minutes
1 gallon = -----pints	$\frac{1}{4}$ quarter = -----cents
1 dollar = -----cents	1 yard = -----feet

NATURE STUDY, GRADE II

Dandelion: The leaves of the dandelion plant lie on the ground in the form of a rosette, and act as rain spouts for the plant, sending the rain drops down to the roots of the plant. The deeply notched leaves gave the plant its original French name, "dents de lion," from which comes the English dandelion. When the seeds are ripe, the stem grows higher, so that the seeds are raised above the surrounding grass. To each tiny brown seed is attached a white hair, by means of which the wind scatters the seeds far and wide.

Points of difference between the buttercup and cinque-foil blossoms. The petals of a buttercup are a very bright shiny yellow on the upper side. The compound pistil forms an eminence in the centre of the flower rising above the stamens.

The petals of the cinque-foil are not as shiny as those of the buttercup, and are heart-shaped, the base of the heart being at the outer edge of the petal. Each petal has an orange spot near the centre of the flower. There is no projection in the centre of the flower as in the buttercup. The cinque-foil flowers a little later than the buttercup.

WILD FLOWERS OF ALBERTA

Study from specimens. One specimen of rarer flowers would do for several pupils. After two or three plants have been studied, teach the recognition of a plant and ask pupils to observe for themselves.

I usually make a class collection and reserve it for next year. By having the actual specimen on hand I can teach the recognition of the plant in a few minutes. The pupils are given a few days for observation and when the lesson period comes they can supply the information from observations they have made.

GOLDEN ROD

September is a good time to study the Golden Rod.

Each pupil should be supplied with a specimen of this plant. Have root with the plant.

Root. Numerous thin fibres. The term "fibrous root" will be understood by examining the root system of this plant. (How firmly this plant is anchored. Water containing plant food is drawn from a large area. Food storage in root also clearly shown.)

Stem. Two kinds of stems. Tall, erect stem lifts leaves up above surrounding plants to receive more sunlight. At base of upright stem are several white or pinkish shoots which run in all directions. These underground stems supply food to the plant when the upright stems have been killed off by frost. In the spring a new plant grows from the end of each underground stem (That is why we usually find them growing in bunches). The underground stem then serves two purposes—Preserves the plant during the winter and is a method of reproduction.

Leaves. Observe spiral arrangement of leaves which project outward and upward. This exposes a large leaf surface to the sun.

Flower. The cluster upon examination will reveal a number of small branchlets, each bearing a number of little yellow flower heads. The ray flowers along the edge of the head have bright yellow banners which no doubt help to attract the bees and butterflies. The bees and butterflies are attracted to draw the nectar and also to render service to the plant by carrying pollen.

Seeds. Very small. Each is provided with a tuft of hair. The large number of seeds produced by an individual plant provides for wide distribution of the golden rod.

It is interesting to study the galls on the golden rod. One often finds spherical enlargement on the stem. These are called spherical golden rod galls. A small fly made a hole in the stem of the golden-rod plant and laid an egg which hatched into a small white grub. This grub in some unknown manner sets up an irritation in the stem so that the stalk grows more rapidly at that point and forms a spherical knob. This gall provides both food and shelter for the insect. When the larva is full grown it changes into a pupa, and later a small fly cuts a hole through the gall and escapes.

Sometimes a long spindle-shaped gall is formed on the stem. In this case a small grey and brown moth lays the egg. When the caterpillar is full grown it cuts a small oval opening at the top of the gall but leaves a plug of the cut pith in the opening. It then changes into a pupa and when the little moth comes out of the pupa case it pushes the pith out and goes into the air. The moth usually emerges in the fall.

A third type of gall is often noticed in July or August. The leaves at the tip of the stem form a dense mass like the petals of a flower of the Dahlia. If they are examined, one will find small grubs which later change into flies.

A similar outline could be used when studying any of the common flowers. Tumbling Mustard is a good example of plant with tap root and seed pods.

NATURE STUDY, GRADE III

The Spider and the Fly

"Will you walk into my parlor?"
Said a spider to a fly;
"Tis the prettiest little parlor
That ever you did spy.
The way into my parlor
Is up a winding stair,
And I have many pretty things
To show when you are there."
"Oh, no, no!" said the little fly,
"To ask me is in vain;
For who goes up your winding stair
Can ne'er come down again."

—MARY HOWITT.

Aim: To teach the children to observe the spider. There are several kinds of spiders we might take up but we shall turn our attention to the common house spider.

Appearance—Body: Two parts; (a) head, (b) thorax.

Eyes: Four pairs, situated on the top of the head, beady, alert.

Mouth: Contains two poisonous sharp claws which it uses to kill its victims.

Legs: Eight, covered with hairs, end sharp claws.

Food: Flies, mosquitoes, bugs; sucks the blood, throws away the shell.

Where found: In spring, hatch from cocoon, in dark corners of houses or old barns.

Cobwebs: There is little need of spending much time on the spider itself. The children's interest should be directed to the wonderful structure the spider builds known as cobwebs. They may be considered the civil engineers of the field. They build strong suspension bridges, fairy aeroplanes and balloons. The house spider is a wonderful curtain-weaver.

The cobwebs are made of crisscrossed lines usually placed in a dark corner or suspended from the ceiling. The lines are made

of a fine silk which comes from the spinnerets situated behind the hind legs. The spinnerets are fingerlike in form, upon the end of each are many small tubes.

In making the web the spider produces two kinds of silk, one dry and inelastic for the framework, the other sticky and elastic, clinging to anything it touches. The web is used only as a trap to catch insects. The spider has a little den at the side of the web usually made funnel shape.

Questions: (1) Where are the spider's eyes? How many pair has it?

(2) How many legs has a spider?

(3) Where is a spider found?

(4) What is the use of the cobweb?

(5) Have the class make cobweb patterns.

Before teaching the lesson the poem could be memorized or tell the children the story of the "Golden Cobwebs" by Sara Cone Bryant in "How to Tell Stories to Children."

When the tangled cobweb pulls
The cornflower's cap awry,
And the lilies tall lean over the wall
To bow to the butterfly
It is July.

GRADE III MEMORY WORK

Sleepy Man

When the Sleepy Man comes with the dust on his eyes
(Oh, weary my dearie, so weary!)
He shuts up the earth and he opens the skies,
(So hush-a-by, weary my dearie!)

He smiles through his fingers, and shuts up the sun;
(Oh, weary my dearie, so weary!)
The stars that he loves, he lets out one by one,
(So hush-a-by, weary my dearie!)

He comes from the castles of Droway-boy Town
(Oh, weary my dearie, so weary!)
At the touch of his hand the tired eyelids fall down,
(So hush-a-by, weary my dearie!)

He comes with a murmur of dream in his wings
(Oh, weary my dearie, so weary!)
And whispers of mermaids and wonderful things,
(So hush-a-by, weary my dearie!)

Then the top is a burden, the bugle a bane
(Oh, weary my dearie, so weary!)
When one would be faring down Dream-a-Way Lane,
(So hush-a-by, weary my dearie!)

When one would be wending in Lullaby Wherry
(Oh, weary my dearie so weary!)
To Sleepy Man's Castle by Comforting Ferry
(So hush-a-by, weary, my dearie!)

—CHARLES G. D. ROBERTS.

REPRODUCTION STORY, GRADE III

The Princess on the Pea

There was once a Prince who wanted to be married, but no one quite suited him. You see he wanted a real Princess, not just one who was a King's daughter. He wished her to be a Princess through and through, and it was just as hard to find one then as it is now.

He went all over the world, and he saw many, many a Princess, but there was something wrong about each one. At last he went home quite sad because he thought there were no real Princesses.

One night when he and his father and mother sat in their castle a great storm came on. The wind blew, the rain fell in torrents and the old castle shook and swayed. All at once there was a knock on the door, and the old King went and opened it himself. And there, upon the steps stood a Princess!

The King knew her to be one at once. She was wet and tired and looked forlorn, I can tell you. She said she was a real Princess and so the Queen said she might come in out of the storm.

"We shall see if she is a real Princess," said the Queen. "I have a sure way of finding out."

While the others were at supper she went to make the bed where the Princess was to sleep.

Now, first she put three little hard peas on the bed spring. She then laid twenty mattresses on and twenty feather beds on top of all.

And that was the bed for the Princess.

The next morning when they were all at breakfast the Queen said, "Well, my dear, did you sleep well last night?"

"Oh, no!" replied the Princess. "I did not sleep at all. I do not know what was in my bed, but it was something so hard that my body is all black and blue. It has hurt me very much."

Now the Queen was sure that here was a real Princess at last. If she could feel those peas through all those mattresses there could be no mistake. So the Prince married her and they had a fine wedding and were as happy as could be.

The three peas were put where all the people could see them, and they may be there now if they are not lost!

Grade IV. and V.

CURRENT EVENTS, GEOGRAPHY and CITIZENSHIP

Because of the rapidity with which news is conveyed from one place to another, and because of the multiplicity of illustrated papers and books, there has never been a time when geography could have been more interesting. The over-abundance of material, which pupils can gather, and not the paucity, may constitute the problem.

So many interesting events are taking place daily. The flights of the various aviators create sufficient motivation for great curiosity and concern on the part of the youngsters of today, and the average adult might honestly envy them their ability to take an interest, as keen as if they had a personal stake in these enterprises.

The relative positions of Paris, the English Channel, the Irish Sea, Kerry and the county of Claire, Newfoundland, Cabot Straits, Cape Breton Island, and New York are easily established in the pupils' minds, because of the natural interest and admiration which they have for those intrepid men, Nungesser and Coli; and their real sorrow for their unknown but unfortunate end.

Comparatively few children had the opportunity to look upon the great Amundsen, and to hear the voice and speech of that great genius; but in imagination and spirit we followed him from Rome to Teller. We have grown excited over the daring of Penedi, and lately went with him from Chicago to Montreal, then down the St. Lawrence and hovered over the wonderful city of Quebec. We shall stop off with him at Shippegan Island, N.B., and hop off at Newfoundland for the Azores.

The progress and results of the floods in the Mississippi have been anxiously watched, and it is a reasonable statement to make that the names and position of the seven states where loss of life occurred, namely Missouri, Arkansas, Texas, Kansas, Illinois, Wyoming and Iowa, have a greater meaning and a surer place in the memories of present day pupils than if memorized in the old meaningless and laborious manner.

The Assinaboine and Qu'Appelle floods were not neglected; but were not so dangerous to life and consequently did not arouse such interest. Proximity is not the only count.

The possibility of 960 square miles being added to Jasper Park, and of Spray Lakes, Canmore and Exshaw being taken out of Rocky Mountain Park are inspiration for citizenship as well as geography. Who controls these parks, builds the roads, appoint the wardens, collect the license fees, etc.? Is it fair that game should be protected as in the parks? Whose property are they and what are our responsibilities while enjoying them?

Such items as the growth of the sugar-beet industry in Alberta, production of salt in Nova Scotia, the banana crop of the West Indies or the orange and olive crops of California, form a part of the daily collection.

Notwithstanding the policy of banning items of a morbid nature, such events as the loss of child life in the burning of the Montreal theatre, or the sickening tragedy which lately took place at Bath, Michigan, cannot be excluded. In the former case the results which follow carelessness and the evasion of responsibility, in the latter case the very evident fact that education is worthless if anger and hate take possession of the heart, are very readily observed.

QUESTIONS INVOLVING THE FOUNDATION RULES OF GRADE V.

- How many steps each 30 inches in length will a man take in walking $2\frac{1}{2}$ miles?
 - A train passes a post every 7 seconds. If the posts are 399 feet apart, find the rate at which the train is travelling in miles per hour.
 - Find the cost of fencing a field 120 rods long, 60 rods wide, with 4 strands of wire at .08 1/9c. a foot.
 - A farmer bought a quarter section of land at \$65 per acre. (a) What did it cost him? (b) What would it cost to fence it at 50c. per rod?
 - A house measures 25 feet square and 16 feet high. Find cost of painting the walls and ceiling if 200 square feet require 1 gallon and cost is \$4.64 per gallon.
 - A man bought 3 loads of hay: first, 2,200 lbs.; second, 2,650 lbs.; third, 1,650 lbs. Find cost at \$28 per ton.
 - Find cost of plastering the walls and ceiling of a hall 60 feet long, 40 feet wide, 33 feet high, deducting 36 square yards for openings, at 27c. sq. yd.
- | | | | | |
|----|----------------------|----------------------|----------------------------|-----------------------------|
| 8. | $\frac{45}{-7\ 5/7}$ | $\frac{36}{-9\ 4/9}$ | $\frac{46\ 3/5}{-9\ 7/15}$ | $\frac{48\ 3/6}{+8\ 11/18}$ |
|----|----------------------|----------------------|----------------------------|-----------------------------|
- A dealer buys pens at \$6.50 per gross. He sells them at 12c. each. Find the gain on 18 dozen.

10. A man earns \$95 per month. He spends \$35 per month on clothes; \$150.65 per year for board; other expenses for the year \$95.48. Find savings for one year.

Through the kindness of the teachers of one of our cities we are able to publish their "Outline of the Course of Studies" as used by them month by month. We believe such an outline will be useful to many of our teachers, and will answer not a few questions submitted to our readers in our last issue. We are publishing the Outlines for each grade in each subject for the months of September and October herewith and shall continue month by month throughout the year.

Outline for September I.—Arithmetic

Grade I: (a) Informal number lessons every day as indicated in the "Course of Studies."

- Counting to ten.
- Recognition of groups that make 2 and 3.
- Recognition of the symbols 1, 2, 3, 4.
- Comparison of objects as to size.

N.B.—Rhymes to impress the number sequence might be used.

Grade II: (a) Review Grade I work.

- Drill on rapid adding to 10.
- Three oral problems per day.
- Writing and recognition of symbols to 100 with place values.

- Count by 10's to 100.
- Add and subtract 1 to or from numbers.

Grade III: (a) Review and drill number facts taken in Grade II.

- Problems based on these number facts—one step problems.
- Telling time in minute spaces.
- Addition with carrying, results not greater than hundreds.

Grade IV: (a) Review work in simple rules covered by Grade III, giving careful attention to combinations and endings. Insist on checking, as per "Course of Studies," in all four rules.

- Stress rapid calculation in addition.

Grade V: (a) Table of time.

- Pt., Qt., Gal.

Grade VI: Note—It is suggested that anything like a thorough review of the work of the previous grades, as in Section 1, "Course of Studies," be not made in September; that the work of Grade VI be taken up immediately, and that as new processes are learned, they be applied to the work of the previous grades. Probably some review work should be carried out, but the emphasis should be placed on the new work.

- Factors, multiples, etc., as outlined in Section 4 (a) "Course."

Grade VII: September and October: Review of fractions, denominate numbers, volumes and areas, bills and accounts.

Grade VIII: (a) Review of fractions and decimals.

- Simple Percentage.
- Profit and Loss.
- Graphs.

II.—English

Grade I: Teach the following words and phrases: Red, blue, green, yellow; run, jump, hop, skip, march, sit, stand; dog, hen, cat, pig; chair, table, window, door; I can, I see, I am, are you? I have, this is, it is, is it? she has.

"The Little Red Hen" book to be begun in September and half finished by the end of October.

Stress vocabulary of "The Little Red Hen" book.

Phonics: m, c, a, s, t, ee, p, l, o, h.

Language and Literature for September and October:

N.B.—Every lesson must be a language lesson.

(a) Memorization and Dramatization:

- Jack and Jill; 2, Tom Tinker's Dog; 3, Betty Pringle; 4, Little Boy Blue; 5, Betty Blue; 6, Little Bo Peep; 7, Little Miss Muffet; 8, Hi Diddle Diddle; 9, Two optional rhymes; 10, Pease Porridge Hot; 11, Little Polly Flinders; 12, Mix a Pancake, by C. Rosetti.

(b) Retelling and dramatization by pupils of episodes of the story "Billy Goats Gruff," or "How the Bee Did It."

(c) Informal conversations on topics suggested in the "Course of Studies," Part I, pp. 50-51; also on topics suggested in the Course on Elementary Science and Citizenship. Incidentally correct all errors in speech.

(d) Make a beginning towards the development of the "Sentence Sense" as suggested in the "Course" Part I, p. 51.

(e) Drill on the correct use of "I saw" and correct pronunciation of "yes".

(f) Story telling or reading by the teacher. See minimum requirements for Nature stories in the Course.

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Grade II: While pupils should hear all selections for Memory Work and should know parts of them, it is not expected that all verses should be memorized. The optional memorization is taken from the "Canadian Reader," in accordance with the "New Course of Studies."

In Supplementary Reading at least two readers should be used with such additions as the teacher finds necessary.

In Literature two stories are given for each month, it is expected that the teacher will select one of the two for telling.

The poem called the "The Months" in the "Canadian Reader" may be profitably used throughout the year.

(a) Phonic and phrase drills.

(b) Reading: Oral: (1) The Fisherman and His Wife; (2) The Morning Hymn.

Silent and Reproduction: Baby Bear Mends His Chair.

(c) Memorization: (1) The Swing; (2) Autumn Fires.

Optional: Lady Moon.

(d) Literature: (1) The Boy Who Cried Wolf, or (2) The Fox and the Crow.

Grade III: Literature: The House in the Woods.

Memory: The Rockaby Lady; Golden Rod.

Stories: Merry Animal Tales.

Reader: Pages 1-30: Dramatization: To be selected; The House in the Woods.

Supplementary Reading: The Winston Reader or similar book.

Grade IV: Silent Reading: The Song of the Golden Sea; The Beaver; The Pot of Gold.

Oral Reading: Harvest Time; Shoemaker and the Elves; Hindu Fable.

Literature: Golden Windows; Damon and Pythias.

Literary Pictures: Pythias on the Scaffold.

Memory: Indian Summer.

Supplementary: Cinderella; Rumpelstiltskin; Brier Rose.

Grade V: N.B.—This represents the minimum required. While only one selection for silent reading is assigned each month, it should be remembered that selections for oral reading are first read silently. Similarly selections for memorization are first to be taught as lessons in Literature.

Literature: Copperfield, Jacques Cartier. Oral Reading: The Sea; Copperfield. Silent Reading: Buffalo. Supplementary Reading: Prose: The Secret Garden; Jungle Book. Poetry: Alfred the Harper.

Character Study: Waiter. Memory: Psalm 23.

Grade VI: Literature: The Song of the Lark. Memory: Colors of the Flag. Oral Reading: A Thrilling Moment; The Story of Absalom. Silent Reading: The Hall of Cedric; Boadicea.

Dramatization (to be taken during the year): (1) William Tell; (2) The Wrestling Match; (3) Horatius Defends the Bridge; (4) Laura Secord's Escape; (5) Oliver Cromwell at Home.

Story Telling (to be taken throughout the year): (1) Alfred; (2) Bruce; (3) Richard the Lion Heart; (4) St. George.

Supplementary Reading (to be taken throughout the year): (1) Uncle Tom's Cabin; (2) Robinson Crusoe; (3) A Legend of Qu'Appelle.

Optional: (1) Perseus; (2) Arthur; (3) Siegfried; (4) Hercules; (5) Galahad; (6) The Cid; (7) Daniel; (8) Roland.

Grade VII: Literature: All Else in the World; Treasure Island, A Hymn for Canada.

Memory: A Hymn for Canada.

Silent Reading: For the Love of a Man; Treasure Island.

(From the five books to be mentioned in this outline, "Evangeline" and "Treasure Island" are imperative. A choice will be given of the remaining three.)

Oral Reading: Little Gavroche.

Grade VIII: The course is changed from year to year. That which we have is for last year. We shall endeavor to get the outline from our good friends at the earliest opportunity and will publish it in the ensuing issue.

III—Writing

Grade I: N.B.—In teaching forms of letters be careful to use exactly those given on page 154, Revised "Course of Studies," Part II. Give continued drill on the oval for slant all through the year.

(a) Much drill on large oval at board with drill at seats on position of paper, hands, body, arms, feet.

(b) Tracing of a copy of the oval with crayon or chalk for sake of position.

(c) When position is learned, tracing of oval on unruled paper with crayon.

(d) Gradually reduce the size of oval on ruled paper to one inch, just to get size.

(e) Teach i, u, t, j, n, m, and exercises for these letters.

Grade II: Both months: Review all small letters (one space letters) and figures. Special emphasis on two and three space letters.

Grade III: (a) A thorough review of Grade II work. Cover the alphabet twice during the year. Small letters half space, capitals one space.

(b) Practise direct oval for making of letters which follow that form.

(c) Teach the letters A, C, E, O.

(d) Practise starting curve for small letters. Then letters a, o, d, g, q.

Grade IV: General Principles: (1) General movement exercises given each lesson; (2) Strict attention to the instructions for the teaching of writing as given in the "Course of Studies"; (3) The alphabet to be covered twice a year, once before Christmas.

(a) Small letters: i, u, w, t, j.

(b) Capital letters: O, C, A, B, R.

Grade V: (a) o, a, d, c, e, i, u, v, w, n, m.

(b) O, C, E, A, H, M.

Grade VI: Note: Study and analyze the letter forms separately, concentrating on one difficulty at a time. Then combine the letter forms in groups as aaaa, bbbbbb, ffff. Follow up with short syllables as: ma, bu, hi, etc. Finally combine into words and sentences. At any stage confine practice to forms studied. Give some figure practice in every lesson. The division of forms by months is arbitrary and need not be rigidly adhered to.

a, i, u, w; A, C, O; I, 4.

Grades VII and VIII: September–December: Good position; proper penholding; freedom of movement; review of movement; exercises and principles of letter formation including all small and capital letter forms and optional ones; figures; particular attention to spacing, slant, and size of words and letters in sentences.

(N.B.—From observation of the writing of many students we feel that we should emphasize the imperative need of insisting upon neatness in all written work. Every piece of written work ought to be an exercise in writing as in language.—Director.)

IV.—English Language and Composition

Grade II: (a) Composition: Review sentence construction, drilling on capital and period. Teach saw, seen, did, done, it is I.

(b) Dramatization: The Shoemaker and the Elves (for the Children's Hour).

(c) Reproduction: The Hare and the Tortoise (for the Children's Hour).

Grade III: General Suggestions: (a) Reproduction of Stories.

(1) Reproduction of short stories, e.g., Aesop's Fables.

(2) Finish a half told story, or finish a story when only the introductory sentence is given.

(3) Reproduction of Literature or reading lesson stories in short form with the idea of selecting only the main points and in order of sequence.

(b) Conversation lessons might include: (1) Nature and Citizenship lessons; (2) Imaginative Stories.

(c) Give Information Tests. "Modern Practice in Teaching Composition," Decker, is suggestive.

September and October: Oral: Stories of two or more pictures (any pictures); reproduction of stories; conversation lessons.

Formal: Review uses of capital letters, teach use of capital for first word of each line of poetry, review of period and question mark. Drill on correct forms, include those mentioned in Grade I and II, as well as to, too, two, their, there.

Written: Have pupils copy sentences previously given by them, and written on the board by the teacher. Teach good arrangement of sentences. Drill particularly on good opening and closing sentences. Word-building exercises, words ending in -tion, -able, -ight, -cast.

Grade IV: Practice simple sentences.

Oral: Three or four distinct simple sentences on given topics.

Written: Same as oral, in paragraph form, with attention to indentation, capitals and ending.

Systematic corrections of speech errors, throughout the year. Suggested topics: My First Swim, A Wild Animal I Have Seen, My Pet, How I Help at Home.

Grade V: Oral and written compositions require continuous practice throughout the year.

The new work for Grade V is specially paragraph work. It is suggested that this be begun in the term and carried throughout the year.

The list of 35 words, of which the children must learn the meaning of 20 is as follows: Permission, weapon, excellent, fable, opponent, language, splendid, observe, cautious, exclaim, relate, request, expedition, attempt, explorer, navigable, various, boundary, consent, presently, author, founded.

Review: Singular and Plural, Masculine and Feminine, Statements, Commands and Questions.

Grade VI: Formal Composition: 120 minutes a week.

From September to Christmas: Lay stress upon pronunciation and articulation drill, and to elimination of the "non-pertinent" sentences in composition, as per "Suggested Exercises," "Course

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of Studies." Also that letter files be made at the beginning of the term.

Mechanics, letters, grammar should be taught during the year.

Grade VII: (1) Sentence Practice, (2) Arrange a group of ideas in their order of importance, (3) Direct and indirect narration.

Grade VIII: Notes: (1) All phases of composition, including oral, to receive attention throughout the year, the headings hereinafter mentioned indicating such topics as are to receive special treatment. (2) It is recommended that one composition be done by the pupils each month.

September to December: (a) Thought Work, (b) Sentence Practice, (c) Paragraph Practice, (d) Longer Composition.

N.B.—In Grades II-VII Miss Dickie's Composition be used to amplify the Course.

In Grade VIII Miss Dickie's "Learning to Speak and Write" be used to amplify the Course.

V—Grammar

Grade VII: (1) Review phrases (Grade VI), (2) Sentences and Kinds.

Grade VIII: September-January: (a) Review of Detailed Analysis of Simple Sentences and of the parts of speech as outlined in the "Course of Studies," Grade VII. (b) Compound Sentences, Complex Sentences.

Parsing: (1) Kinds of sentences (according to form: Simple, Complex, Compound).

(2) Clauses (Definition), (a) Principal, (b) Subordinate (Noun, Adjective, Adverbial).

(3) Clausal Analysis (of reasonably complex sentences), (a) Identify clauses, (b) Indicate relation and thereby classify.

(4) Detailed Analysis (for review), Simple Sentences and Clauses.

(5) Parsing: Classification, Inflection, Relation. Parts of Speech: Classification and Inflection.

(1) The Noun: (i) Kinds, Proper and Common; (ii) Number, Singular and Plural; (iii) Gender, Masculine, Feminine, Neuter; (iv) Case, Nominative, Possessive, Objective.

(2) Pronoun: (i) Kinds, Personal and Non-personal; (ii), (iii), (iv) as for noun.

(3) Adjective: Teach use of -er, -est with monosyllables; "more" and "most" with polysyllables; and the comparison and use of the irregular words; e.g., good, much, little, etc.

(4) Verb: (i) Kinds: Transitive and Intransitive; (ii) Agreement; (iii) Principal parts; (iv) Voice: Active, Passive.

(5) Adverb: (i) Kinds: Time, Place, Manner, Degree. (ii) Formation: from Adjectives.

VI—Spelling

Grade II: Review of the spellings of Grade I to be covered in September and October.

First column, page 99, 42 words. (Course of Studies, all grades.) Two word families.

Grade III. (For the whole year).

(a) Review Grade II work in September.

(b) Take lists in order, first term, second term and supplementary lists.

(c) Teacher's list taken according to needs of class.

(d) Words and simple sentences to be given in the test period of every lesson.

(e) One day each week for review.

(f) Relative words to be taken with list.

(g) Suggested plan: (1) Teach 6 words per day from first term list; (2) Teach 4 words per day from second term list; (3) Teach 6 words per day from first 120 words of Supplementary list and 5 words per day from latter half of same. (4) Teach word families during review in May and June.

Grade IV: Review Grade III during September and October. Four days a week for Term's list and Supplementary list. One day a week for new words.

First Term: Take the 1.3 words at the rate of 6 per day, the 1.4 words at 5 a day, and the 1.5 at 4 a day. The list will then be covered in 29 days. A review of the list could then be taken and the first 74 words of the Supplementary list at 3 a day, be taken as new words. Time spent is 13 weeks, to the first week in December, the remainder of the term to be spent in review.

Grade V: (For the whole year): Until Christmas review all Grade IV work. From September 1st teach 15 words a week of Grade V until finished first term, second term, supplementary words in order.

Grade VI: (For the whole year): Spelling of the previous grades be reviewed in September. Teach six words from list and two from teacher's list daily as follows: Monday, Wednesday: first term list, followed by second term list. Tuesday: Supplementary list; Thursday, 100 Demons. Friday: Review: week, weeks, or month. May and June: Review.

Grade VII: Teach "Course" before using "Speller." September and October: Grades V and VI words reviewed.

Grade VIII: September-December: Review of Grades VI and VII to be completed not later than the end of October. First term: 100 words of Grade VIII. First half of Grade VIII Supplementary Words.

VII—Elementary Science

Grade I: Weather: The rising of the sun, the heat from the sun, the setting of the sun; changes in weather, the visits of Jack Frost, the first appearance of snow.

The beautiful out-of-doors in which to play. The sky color, clouds, lights by day and night, colors in the sky, at times, in evening. Big animals in the cloud formations, camels, bears, elephants, sheep. A nature study walk with the whole class.

The Landscape: the green grass, yellow grain, trees, lakes or sloughs or rivers; flowers and their pretty colors, birds that fly around; the animals, cattle, horses, sheep, dogs, fowl, gopher, foxes, coyotes; the butterflies, mosquitoes, flies, bugs, what these mean to us.

Garden flowers: Bouquets for school and home; pretty wild flowers for mother and teacher; in pots for home and for school.

Grade II: (a) Review of summer experiences as in "Course."

(b) Naming and recognition of five autumn blooming plants: e.g., gum weed, many flowered aster, purple aster, golden rod, sunflower. A general observation only.

(c) Characteristics of season, activities of father and mother because of season.

(d) Changes occurring in the "out-of-doors," coloring of grain fields, leaves, etc.

(e) Birds: Learn their color, flight and song. Autumn activities, food, migration, stories about birds, children telling the stories about the birds, imagining themselves to be the birds.

Grade III: Nature Study: Summer experiences at farm, at lake, on trips, at picnic or at home. Include in these experiences descriptions of scenery involving mountains, woods, fields, lakes or streams. Stress desirability of getting impressions in seeing, hearing, feeling and smelling things. Incidents: storms, sunsets, temperature changes or characteristics; wild and domestic animals, birds, flowers are leads the teacher may give to draw out expression from the children. The sentimental aspect of observation may be safely dwelt upon in this grade. Brief stories of experiences should be written. Read stories of observations made by others and written about. A field trip. Flowers: golden rod, smooth blue aster, gum weed, many flowered aster.

Hygiene: Cleanliness: (1) General; (2) Care of teeth; (3) Uses of soap; (4) Posture.

Grade IV: Nature Study: Collection of seeds. Three plants for detailed observation. Talks on plants used for food. Garden plants and fruits, field plants, wild plants and fruits. Flax for manufacture into linen. Ants, grasshoppers; migration.

Geography: General surface and climatic conditions of community.

Hygiene: Cleanliness; health habits.

Grade V: Nature Study: Review of topography of district, hills, hollows, streams, sloughs; directions in which streams flow; nature of soil, its covering, trees, shrubs, or prairie grass. Successful crops. The wild plants that are most common in the district and are in bloom this month. Of the specimens mentioned in "Course" if sufficient variety, take two from each class, compare them to discover the differences due to their places of growth. If not sufficient variety, take five specimens, compare them to discover the common characteristics that specially adapt them to their living conditions. How plants prepare for winter.

Geography: Continents: (1) Position on globe and flat map; (2) Continents in order of size; (3) Coastline, regular or irregular, oceans touching; (4) Amazon and Nile river systems stressed; (5) North America, very general study; (a) Drainage, St. Lawrence system, Mississippi; (b) General surface; (c) Coastline: Hudson Bay and Gulf of Mexico; (d) Mention of largest cities; (e) Study of maps and continents and the marks indicating surface features.

Hygiene: Attention to physical environment and its effect on health. Frequent inspections, personal cleanliness; ventilation; temperature of room; eye strain; seating of pupils at desk; posture; breathing; eating; physical exercises and games.

Grade VI: Nature Study: September and October: (1) Collection of one group (as in "Course") or (2) Home planting project or similar scheme done at school; (3) Detailed study of two Fall plants: purple aster, wild sunflower; (4) Recognition of five specimens of noxious weeds, shrubs, grasses, trees, wild flowers, garden flowers, grain. Make class collections of each (optional).

Geography: September and October: To end of North America as per "Course."

Hygiene: Review general structure of the body and digestive system.

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Grade VII: Agriculture: September and October: Nos. 1 and 3, "Wheat," etc., "Parts of Plant," etc.

Geography: South America as far as the Political Subdivisions and their relative importance.

N.B.—The following is recommended as the minimum of places to be memorized, position and one or two facts to be taught in connection with same (and October).

South America: Santiago, Valparaiso, Iquique, Antofagasta, Buenos Aires, Rosario, Montevideo, Fray Benitos, Santos, Rio de Janeiro, Pernambuco, Le Pas, Asuncion, Lima, Callao, Quito, Guataquil, Bogota, Caracas, Georgetown, Cayenne, Paramariba.

Hygiene: Review digestive, circulatory and respiratory systems.

Grade VIII: Agriculture: Parts of a plant or the cereals: wheat, oats, barley, winter rye.

Geography: General survey of British Isles; England.

Hygiene: (1) The Skeleton, (2) What to do when a bone is broken, (3) The Muscles.

VIII—Citizenship

Grade II: Cleanliness. Suggested stories, "The Pig Brother," or page 97 of the Golden Rule Book.

Punctuality: Tommy's Lesson.

Care of books, plasticine, etc.

Grade III: Continued discussion of Grades I and II topics, Labor Day; The Family; Sense of Responsibility (Sec. A); Stories.

Suggested methods of handling topics: (1) Class discussion, personal experiences; (2) Stories; (3) Pictures; (4) Current events; (5) Note book, personal experiences; (6) Games or dramatization.

Suggested Stories: (1) "Boys and Girls" from "Wake-up Town" (Gunn Co.); (2) Golden Rule, Book 1 (Macmillan & Co.); (3) "Mannikin in Manners Town"; (4) "Pansy Patch"; (5) "One Hundred Reproduction Stories," Kate W. Grove (Moyer, Edmonton); (6) "Stories Children Need," Bailey and Sherwin; (7) "Aesop's Fables"; (8) Grimm's Fairy Tales; (9) "Anderson's Fairy Tales"; (10) "The Magic Garden"; (11) "Tales of the Round Table." (These suggestions cover the work for the whole year, of course.)

Grade IV: September and October: Direct experience of the child: (1) Discuss: Appreciation, progressiveness, etc., of Public Highways, Sidewalks and Paved Streets, Schools, Churches. (2) Discuss: Sunday Observances; Respect for the Bible.

Indirect experience of the child: (1) Stories on manners; (2) Stories: History of the Community.

Grade V: (1) Ethics: taught by means of short stories and discussions about admirable people, each story illustrating some quality desirable in a citizen. A wealth of material can be found in "Anderson's Fairy Tales," "Golden Rule Books," "Book of Knowledge" and in the lives of world heroes and explorers.

(2) History Studies: By means of stories, oral and silent reading, and pictures.

(1) Outline the code of honor on the board, adding to it each month one quality to be magnified in the pupil's mind (Course, p. 133). A sense of justice in giving honor where honor is due. Recognition of superiority in an opponent. Taking defeat with good grace. Application to sport activities. Illustrations: Robin Hood and Little John, Robin Hood and the Golden Arrow, etc.

(2) "Course," p. 134(a).

N.B.—Do not over-emphasize this topic. Get pupils to realize through graphic stories of Indian life the difference between the self-contained life of primitive peoples and the complex industrial life of today. The necessity for and advantages of modern living.

Grade VI: Saxon times: 800-1066. A period of comparative community isolation, of binding forces largely personal. Alfred the Great. Canute.

Civics: Community League.

Grade VII: September and October: Part 1, p. 138 (Course).

Grade VIII: History: September-December: Parts 1, 2, 3 (Course).

Civics, September-December: a, b, c (Course).

As far as possible this taken in an informal way in conjunction with the associated phases of the History lessons.

IX—Art

Grade I: The exercises in Art should be taken in the following order: For detailed suggestions read the "Course of Studies." Exercise 1: To model and draw various types of fruit shapes, e.g., apple, pear, orange, lemon, pumpkin, etc., four weeks work.

Grade II: To model and draw vegetable shapes: beet, onion, carrot, potato, etc.

Grade III: Ex. 1: To model and draw twigs and flowers; four weeks work.

Grade IV: Ex. 1: Picture Study: The Gleaners.

Grade V: Ex. 1: Pencil renderings of animals and birds; four weeks' work.

Grade VI: Section 1 (Course).

Grade VII: (1) Working drawing of envelope to hold drawings; (2) Construction of envelope; (3) Block capitals and lower case letters; (4) Diagram of flowers, side and front views; (5) Paint poppy, cosmos, or any other flower.

Grade VIII: Making of case to hold drawings with working drawings of same. Roman capitals introduced. Lower case letters reviewed. Picture study: "Aurora."

Outline for October

I—Arithmetic

Grade I:—(a) Counting: 1-29.

(b) Recognition of groups that make 4 and 5.

(c) Recognition and making of the symbols 4, 6, 7.

(d) Comparison of objects.

Grade II: (a) Teach doubles and their subtraction.

(b) Counting in any hundred space by 2's.

(c) Writing and recognition of symbols to 200 with place values.

(d) Teach cent, quarter, dollar and their signs.

Grade III: (a) Notation in numbers of four to six digits.

(b) Complete addition with carrying, within notation limits.

(c) Problems.

(d) Begin subtraction with borrowing, using only two digits as 70-28.

Grade IV: (a) Complete multiplication tables to twelve times.

(b) Begin a study of problems, chiefly oral, at this time; general problems, including work with dollars and cents. A minimum of two problems per day, every month.

(c) Commence work with unit fractions.

(d) Stress rapid calculation in subtraction.

Grade V: (a) Reduction.

(b) Addition and multiplication of denominate numbers.

(c) Gallon, peck, bushel.

Grade VI: (a) Addition and subtraction of fractions as Section 4 (b) and (c) "Course."

Grade VII: Review of fractions, denominations, numbers, volumes and areas, bills and accounts.

Grade VIII: (a) Simple interest, notes.

(b) Commission.

(c) Trade Discount.

II—English

Grade I: Tom Tinker, Betty Pringle, The Little Red Hen.

Reading: Tree, went, up, loved, me. Under, some chicks, come. I love, I fed, I have, I had, it said, they said. Teach the rhyme, "Jack and Jill." Emphasize: hill, broke, crown, pail, down, fell.

Phonics: n, i, sh, oo, d, th, g, u, b, r, k, f, j.

Language and Literature: See under September.

Grade II: Reading: Oral: (1) The Water and the Pitcher; (2) The Sandman; (3) Wolf! Wolf!

Silent: (1) In a Minute; The Mouse and the Lion.

Memory: (1) The Owl and the Pussy Cat; (2) Bed in Summer.

Optional: Frogs at School.

Literature: (1) What Broke the China Pitcher; or (2) Sleeping Beauty.

Grade III: Literature: Snow White and the Seven Dwarfs.

Memory: The Duel. Stories: Merry Animal Tales. Reader: pp. 30-55. Dramatization: to be selected. Supplementary reading: Winston Reader or similar book.

Grade IV: Silent Reading: An Indian Summer Carol; The Wonderful Journey; The Three Minstrels.

Oral: Hiawatha's Hunting; Tom the Water Baby; Columbus and the Egg. Literature: Michael; Phaeton. Memory: Canadian Herd Boy. Literary Pictures: Hiawatha in the Forest; Columbus at Court. Supplementary: The Three Golden Apples; Prosperine; Orpheus and Eurydice; The Gorgon's Head.

Grade V: Literature: Loss of the Birkenhead; An Adjudged Case. Oral: Loss of the Birkenhead; The Outpost; Silent: Robinson Crusoe; A Tidal Bore. Supplementary: See under September. Character Study: Robinson Crusoe. Memory: Sands o' Dee.

Grade VI: Literature: A Scene from William Tell. Memory: The Splendour of the Days. Oral: The Burial of Moses; A Scene from William Tell. Silent: The White Horse Plain; The Oasis. Dramatization, Story Telling and Supplementary Reading: See under September.

Grade VII: Literature: King Arthur and His Knights; Treasure Island. Memory: The Hayfield; The Corn Husker. Silent Reading: The Four Horse Race; The Dandelion; Treasure Island (cont.). Oral Reading: Mending the Clock.

Grade VIII: See under September.

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III—Writing

Grade I: N.B.—In teaching forms of letters be careful to use exactly those given on page 154, Revised "Course of Studies," Part II. Give continued drill on the oval for slant all through the year.

- (a) Teach loop letters e, l, b, h, k, f.
- (b) Making of the symbols 1, 4, 6, 7.

Grade II: Review all small letters (one space letters) and figures. Special emphasis on two and three-space letters as in September.

- Grade III:** (a) Practise stem for letters H, M, N.
- (b) Teach letters.
- (c) Small letters m and n.

Grade IV: General Principles: (1) General movement exercises given each lesson. (2) Strict attention to the instructions for the teaching of writing as given in the "Course of Studies." (3) The alphabet to be covered twice a year, once before Christmas.

- (a) Small letters: m, n, x, v, y, z, p.
- (b) Capital letters: M, N, V, U, Y, W.

Grade V:

- (a) t, l, b, h, k, s, r, x.
- (b) P, B, R, H, K, Q, L, D.

Grade VI: Note: Study and analyze the letter forms separately, concentrating on one difficulty at a time. Then combine the letter forms in groups as aaaa, bbbbbb, ffff. Follow up with short syllables as: ma, bu, hi, etc. Finally combine into words and sentences. At any stage confine practice to forms studied. Give some figure practice in every lesson. The division of forms by months is arbitrary and need not be rigidly adhered to.

m, n, o, d; E, L, I, J; 7, 2.

Grades VII and VIII: See September outline.

IV—Language and Composition

Grade II: Composition: Optional: (1) Begin two sentence construction, write sentences on board for children to copy. (2) Teach capital for names of persons and places. (3) Review "I have," correct use of "I got." Dramatization: as for September.

Grade III: See under September.

Grade IV: Continued practice of September work. Letter writing: simple, one topic, friendly. Teach uniform arrangement of letter on paper, punctuation, abbreviations (continued throughout the year). Formal lesson on the use of the apostrophe. Suggested topics: A Visit to the Farm; Digging Potatoes; A Bon-fire; Picture Lessons.

Grade V: See September notes. Punctuation.

Grade VI: See under September. List starting "can," "may," in No. C (Course).

Grade VII: Groups of sentences in logical order. Uses of commas, p. 79 (Course). Introduce idea (not name) of compound and complex sentences.

Grade VIII: See under September.

V—Grammar

Grade VII: Subject with enlargement. (Word, Phrase).

Predicate with enlargement. (Word, Phrase.)

Grade VIII: See under September.

VI—Spelling

Grade II: second column, 42 words (Course); two word families. For **Grades III-VIII**, see under September.

VII—Elementary Science

Grade I: Pretty flowers grown at home or at school from scaly bulbs. Leaves: Pretty colors and different shapes; collections of colored leaves to make a wreath, or a dress for a dolly, covering one another with autumn leaves.

Shaggy plants, bearing seeds: some seeds stick to clothing; others fly away.

Preparations for winter: warm clothing, putting away something to eat. The changes in the weather as the season progresses.

Grade II: Characteristics of season, early frosts and shortening days. Collecting and saving five varieties of seeds and ten different kinds of leaves. Change in trees as winter approaches. Tidying of grounds and garden.

Grade III: Discuss Fall activities, as preparations for winter, giving reasons for observations thereon, e.g., harvesting, threshing, storing food, activities of father and mother, of children at this time, as related to preparing for winter. Collection of a few grains: oats, wheat, barley, flax. Their use. Gathering of vegetables, canning fruit and vegetables. Fattened condition of stock, hairy covering, change in this condition as winter approaches. The appearance of the out-of-doors. Preparation plants make for winter: falling leaves, colors, general appearance of trees, shrubs. Shaggy appearance of plants and trees, seeds as a preparation for

winter. Seed collection. Approach of frost and reason it is feared. Trees: poplar, balm of Gilead, willow. Bulbs for winter flowering. Rabbit.

Grade IV: Nature Study: Talks on plants used for food, etc., continued. Trees. Three plants for detailed observation. Game birds (at least two). Game laws. Flies and plant lice. Try to get pupa of one or more insects for future observation.

Geography: Means of Transportation. Exploration.

Hygiene: The skeleton.

Grade V: Nature Study: Compare three grains, three vegetables. Discuss the suitability of three house plants for decorative purposes, and the care they should receive. Name the wild mammals that may have been seen in the neighborhood by someone, e.g., rabbit, gopher, mice, fox, coyote, etc., and talk about interesting characteristics of each. Game birds and game laws.

Geography: Barriers. Factors which make the earth a suitable home for man.

Hygiene: The skeleton as composed of a bony framework; the skull, backbone, ribs, hip bones, leg and foot bones, shoulder bones, and the bones of the arm and hand.

Grade VI: Nature Study: See under September.

Geography: See under September.

Hygiene: The Circulatory System. The Blood River and maintenance of current. Heart as pump. Arteries, Capillaries, Veins and their functions. System of distribution and collection. Importance of good blood supply.

Grade VII: Agriculture: See under September.

Hygiene: October and November: The Secretary System.

Geography: Finish South America. Eurasia as far as and including the great river systems. (P. 51, Course.) See September.

Grade VIII: Agriculture: See under September.

Geography: Finish British Isles.

Hygiene: Digestive system. Foods and their care. Water, its impurities and care. Poisoning.

VIII—Citizenship

Grade II: Waste of pencils, books, water, food, time, money. Disfiguring: buildings, fences, etc. Class excursion for recognition and collection of leaves. Hallowe'en.

Grade III: School rules. Sense of Responsibility (Section E.) Sunday observance. Stories. Also see September.

Grade IV: See under September.

Grade V: Sense of Justice in (a) respecting the rights of others. Apply to Hallowe'en activities. (b) Recognizing the rights of the weak. (King Arthur and other heroes of chivalry, Robin Hood, Loss of the Birkenhead.)

Life in early French Settlements. Radisson and Groseilliers. Stories of establishment of fur trade with Indians. Hudson's Bay Co.

Grade VI: Harold, Hereward the Wake, Feudal organization. William I, his barons, their castles.

Grade VII: See under September.

Grade VIII: History: See under September. Civics: See under September.

IX—Art

Grade I: Exercise V: To model and draw simple animal and bird shapes. The drawing should be carried on in a similar manner to that of Ex. 1. Four weeks work.

Grade II: The Doll's House. (1) The consideration of suitable colors for walls and border. (2) The making of an all over pattern suitable for rug of doll's room.

Grade III: First and second weeks: Exercise VIII. Envelope problem. To plan, draw and construct a simple envelope; to plan line borders with stick-printing sets, or with cut-paper; to plan simple all-over patterns and ordinary repeat. Results to be placed in envelope. Third and fourth weeks. Begin Ex. II. Landscape problem: To draw various tree shapes and a road, and to combine same in making crayon landscape, and a cut-paper landscape.

Grade IV: Exercise VIII (two weeks). Exercise II (two weeks). Picture Study: "Little Scholar."

Grade V: Exercise II. To make a conical lamp shade with double heavy paper, and to plan a circular border for same, using squared animal or bird design, as a cut-out pattern (Four weeks work.)

Grade VI: Section 2. Printing maps.

Grade VII: (1) Pencil value scales; (2) Accented outline drawing; (3) Superimposed leaves or berries; (4) Decorative composition and use of finders; (5) Decoration of envelope made in September; (6) Picture Study: "Sheep," "Autumn."

Grade VIII: Exercise in drawing trees as outlined, "Course," p. 137. Picture Study: "Avenue of Trees," Hobbema.

ARITHMETIC DRILL QUESTIONS—GRADES VI, VII, VIII.

A.

I. What is the value of:

1. $2+5+8+9?$
2. $10+11+12+13?$
3. $8+2+5+29?$
4. $5+12+19+26?$
5. $10+15+20+50?$

II. Add the following in rows and columns:

- 25+546+ 89+ 67+365 (a)
- 236+ 78+ 65+379+ 23 (b)
- 653+358+ 54+ 97+132 (c)
- 75+ 97+137+486+ 78 (d)
- 85+324+ 76+ 67+954 (e)

(f) (g) (h) (k) (l)

III. Find the values respectively of:

1. $72-11$; $83-11$; $42-11$.
2. $87-12$; $92-12$; $48-12$.
3. $18-9$; $72-8$; $59-13$.
4. $8+7-12$; $4+9-3$; $7-2+8$.
5. $23-18+9$; $25-11+12$; $18-7+1$.

IV. 1. What is the shortest way of writing:

$23+23+23+23+23+23+23?$

2. Multiply in the quickest way:

729×25 ; 12259×5 ; $3668 \times 125 =$

3. Multiply: $152 \times 315 \times 241 =$

4. Multiply 83708 by 3007.

V. Divide: 1. 368592 by 80.

2. 4834 by 400.

3. 386596 by 384.

4. Fill in the missing numbers:

$$\begin{array}{r} 8) \\ 49635 \text{ rem. } 7 \end{array}$$

B.

I. What is the value of:

1. $4+22+5+7?$
2. $14+16+18+20?$
3. $15+20+25+30?$
4. $8+16+24+32?$
5. $7+9+17+15?$

II. Add the following in rows and columns:

- 38+456+ 83+ 79+384 (a)
- 385+ 37+ 56+498+743 (b)
- 73+321+134+ 86+ 59 (c)
- 24+563+ 77+ 93+ 45 (d)
- 645+ 72+389+ 62+123 (e)

(f) (g) (h) (k) (l)

III. Find the values respectively of:

1. $79-11$; $82-11$; $99-11$.
2. $77-12$; $93-12$; $44-12$.
3. $43-7$; $72-18$; $45-14$.
4. $9+12-4$; $8-7+11$; $6+9-14$.
5. $19-3+21$; $22-17+11$; $44-22+33$.

IV. 1. Multiply: 52×10 ; 47×100 ; $83 \times 10,000$;

$624 \times 1,000,000$.

2. Multiply in the quickest way:

456789×5 ; 376×25 ; $8348 \times 125 =$

3. Multiply: $375 \times 468 \times 579$.

4. Multiply: 33095 by 4090.

V. Divide: 1. 376986 by 60.

2. 69584 by 800.

3. 495965 by 493.

4. Fill in the missing numbers:

$$\begin{array}{r} 9) \\ 37546 \text{ rem. } 7 \end{array}$$

C.

I. What is the value of:

1. $3+8+6+4?$
2. $13+12+9+8?$
3. $6+9+45+4?$
4. $16+17+17+16?$
5. $17+3+25+5?$

II. Add the following in rows and columns:

- 396+ 35+ 43+657 (a)
- 78+354+567+ 29 (b)
- 56+ 86+ 49+653 (c)
- 756+ 62+398+ 64 (d)
- 99+ 44+ 88+111 (e)

(f) (g) (h) (k)

III. Find the value respectively of:

1. $68-9$; $97-9$; $85-9$.
2. $54-11$; $87-11$; $93-11$.
3. $28-7$; $45-9$; $83-6$.
4. $8+5-13$; $9+8-5$; $3+9-4$.
5. $42-28+17$; $36-9-24$.

IV. 1. Multiply 745 by 100; 5348 by 1000; 848 by 10,000.

2. Multiply in the quickest way:

84 by 125; 637 by 25; 349 by 5.

3. Multiply $353 \times 867 \times 235$.

4. Multiply 60948 by 5007.

V. Divide: 1. 779832 by 90.

2. 3963 by 300.

3. 869485 by 868.

4. Fill in the missing numbers:

$$\begin{array}{r} 83) \\ 27 \end{array}$$

27

D.

I. What is the value of:

1. $8+3+9+7?$
2. $15+7+11+5?$
3. $32+6+8+7?$
4. $24+42+4+5?$
5. $37+63+54+45?$

II. Add the following in rows and columns:

- 564+ 65+ 56+142 (a)
- 37+ 93+653+729 (b)
- 86+375+ 89+ 57 (c)
- 858+ 67+543+ 85 (d)
- 26+ 37+ 48+ 59 (e)

(f) (g) (h) (k)

III. Find the value respectively of:

1. $46-12$; $84-12$; $60-12$.
2. $87-9$; $58-9$; $96-9$.
3. $68-9$; $47-12$; $54-7$.
4. $6+9-7$; $5+13-8$; $6+9-4$.
5. $18+16-23$; $65-39-25$.

IV. 1. Multiply: 234 by 10; 6723 by 1,000; 659 by 100,000.

2. Multiply in the quickest way:

63 by 125; 347 by 25; 8459 by 5.

3. Multiply $757 \times 293 \times 385$.

4. Multiply 49605 by 8007.

V. Divide: 1. 387965 by 70.

2. 4866 by 6000.

3. 569877 by 567.

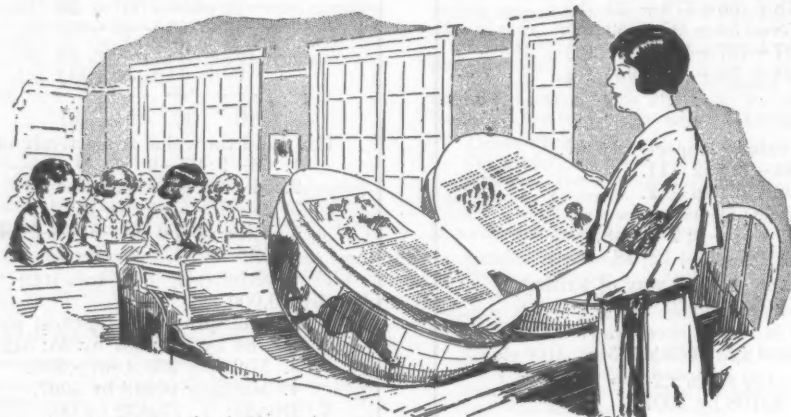
4. Fill in the missing numbers:

$$\begin{array}{r} 67) \\ 59 \end{array}$$

59

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A.

1. Which of the following are right? Which are wrong? Correct those that are wrong:

- (1) $16 \times 4 = 58$; (2) $75 - 18 = 67$;
 (3) $69 + 16 = 85$; (4) $19 \times 9 = 171$;
 (5) $11 \times 13 = 133$; (6) $18 - 7 = 11$;
 (7) $23 \times 5 = 125$; (8) $62 + 13 = 85$;
 (9) $29 \times 11 = 329$; (10) $86 + 25 = 111$.

2. In the lines below, each number is formed in a certain way from the numbers before it. Study out how the numbers are formed in each line, and then write down the two numbers that should come next:

- (1) 35, 31, 27, 23, 19, 15, —, —.
 (2) 2, 4, 8, 16, 32, 64, —, —.
 (3) 2, 3, 6, 7, 10, 11, —, —.
 (4) 21, 18, 16, 13, 11, 8, —, —.
 (5) 6, 7, 9, 12, 16, 21, —, —.
 (6) 31, 30, 28, 25, 21, 16, —, —.

3. Supply the missing figures:

$$(8643) + (72-) + (9-37) + (6-4) + (791) + (-426) = 24956$$

4. Solve the following problems:

- (1) $(7 \times 6) - (3 \times 8) =$
 (2) $(9 \times 2) + (12 \times 4) - (15 \times 2) =$
 (3) $(5 - 3) \times (9 \times 3) - 18 + 6 =$
 (4) $(12 \div 4) \times (15 \times 2) + 13 =$

5. Simplify:

- (1) $3\frac{1}{4} + 2\frac{1}{2} + 1\frac{1}{5} - 3\frac{1}{4} - 1\frac{1}{5}$.
 (2) $\frac{4}{5} \times 2\frac{1}{3}$ of $1\frac{1}{2} \div (\frac{9}{10}$ of $1\frac{1}{5}$).

B.

1. Which of the following are right? Which are wrong? Correct those that are wrong.

- (1) $25 + 16 = 41$; (2) $17 - 9 = 26$;
 (3) $23 \times 9 = 207$; (4) $15 + 17 = 32$;
 (5) $55 - 16 = 49$; (6) $35 + 69 = 94$;
 (7) $73 - 19 = 54$; (8) $16 \times 7 = 102$;
 (9) $63 - 19 = 52$; (10) $81 - 17 = 64$.

2. In the following rows of numbers, add the first and second, then subtract the third, add the fourth, and so on, alternating between addition and subtraction:

- (1) 7, 12, 5, 8, 4, 9, 8, 4, 6, 14 =
 (2) 8, 9, 6, 7, 9, 12, 5, 4, 8, 13 =
 (3) 3, 13, 8, 12, 7, 11, 9, 6, 8, 7 =
 (4) 5, 11, 9, 14, 8, 9, 6, 11, 9, 4 =
 (5) 7, 8, 4, 13, 9, 7, 5, 11, 7, 6 =
 (6) 9, 12, 7, 11, 6, 8, 6, 5, 9, 8 =

3. Supply the missing figures:

$$(9524) + (68-) + (7-32) + (6-9) + (438) + (-577) = 24684$$

4. Simplify:

- (1) $37 + 65 - 98 - 39 + 540 - 69$.
 (2) $\frac{3}{4} + .65 + 36 - 7\frac{1}{2}$.
 (3) $3 \times 14 - 5 \times 7 + 7 \times 18 + 9 \times 5$.

5. Simplify:

- (1) $\frac{3}{8} + 11\frac{12}{12} - 4\frac{5}{5} + 6\frac{7}{7}$.
 (2) $\frac{3\frac{1}{2}}{7\frac{3}{4}} + 3\frac{7}{8} - \frac{8\frac{1}{2}}{9\frac{3}{4}} \div 4\frac{1}{4}$.

C.

1. Which of the following are right? Which are wrong? Correct those that are wrong.

- (1) $6 \times 3 = 18$; (2) $81 - 4 = 76$;
 (3) $17 + 24 = 41$; (4) $78 \times 2 = 146$;
 (5) $49 - 13 = 23$; (6) $19 \times 7 = 123$;
 (7) $18 \times 5 = 90$; (8) $97 - 28 = 59$;
 (9) $17 + 96 = 103$; (10) $27 - 13 = 24$.

2. In the lines below each number is formed in a certain way from the numbers before it. Study out how the numbers are formed in each line and then write down the two numbers that should come next:

- (1) 30, 29, 27, 24, 20, 15, —, —.
 (2) 3, 6, 12, 24, 48, 96, —, —.
 (3) 5, 8, 11, 14, 17, 20, —, —.
 (4) 44, 38, 32, 26, 20, 14, —, —.
 (5) 5, 7, 12, 14, 19, 21, —, —.
 (6) 8, 9, 11, 14, 18, 23, —, —.

3. Supply the missing figures:

$$(38-4) + (-94) + (737-) + (868) + (942) + (-853) = 19498$$

4. Solve the following problems:

- (1) $(8 \times 9) - (6 \times 7) =$
 (2) $(3 \times 7) + (9 \times 6) - (15 \times 5) =$
 (3) $(8 - 5) \times (3 \times 7) - 23 + 7 =$
 (4) $(15 \div 5) \times (15 \times 2) + 27 =$

5. Simplify:

- (1) $1/11 + 1/13 - 2/143 - 2/15 + 11/195$.
 (2) $(1 - 5/13) \times 6\frac{1}{2} \times (1/3 + 2)$

$$4/9 \times 11\frac{1}{2}$$

D.

1. Which of the following are right? Which are wrong? Correct those that are wrong.

- (1) $16 \times 6 = 86$; (2) $79 - 27 = 62$;
 (3) $83 + 29 = 102$; (4) $48 \times 9 = 402$;
 (5) $89 - 17 = 62$; (6) $19 \times 12 = 210$;
 (7) $29 + 47 = 66$; (8) $12 \times 13 = 146$;
 (9) $63 + 79 = 142$; (10) $78 \times 11 = 858$.

2. In the following rows of numbers, add the first and second, then subtract the third, add the fourth and so on, alternating between addition and subtraction:

- (1) 9, 5, 6, 13, 11, 7, 6, 12, 4, 9 =
 (2) 14, 7, 9, 8, 9, 6, 5, 12, 13, 6 =
 (3) 3, 25, 17, 6, 14, 5, 8, 6, 9, 18 =
 (4) 8, 7, 15, 4, 3, 22, 4, 8, 16, 3 =
 (5) 18, 5, 4, 6, 13, 4, 9, 7, 14, 8 =
 (6) 9, 12, 5, 8, 9, 11, 13, 8, 7, 15 =

3. Supply missing the figures:

$$(4-83) + (495) + (77-7) + (86-) + (249) + (-585) = 17617$$

4. Simplify:

- (1) $29 + 73 - 97 - 40 + 450 - 96$.
 (2) $\frac{1}{2} + .75 + 63 - 17\frac{1}{2}$.
 (3) $4 \times 12 - 7 \times 6 + 5 \times 19 + 8 \times 7$.

5. Simplify:

- (1) $6\frac{2}{3} + 4\frac{5}{6} + 1\frac{7}{8} - 3 - 6\frac{3}{4}$.
 (2) $1/7$ of $2/3$ of $18 \div (5/6$ of $7/10)$.

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SAMPLE ASSIGNMENT

Grade VIII Assignments—British History Assignment No. 5

1. ECONOMIC REFORMS.

- (1) The Corn Laws: (a) Reasons for passing (Ref. p. 108; Mowat 590; 603 and 732); (b) Effects; (c) "Sliding Scale" of prices; (d) Repeal, 1846. Cobden, Bright and Peel.
- (2) The Chartist Movement: (a) Whom the chartists were (p. 216, M. 745-9); (b) Effect on Britain; (c) Present condition. Imperial Reference.

2. SOCIAL REFORMS.

- (1) Emancipation of slaves, 1833.
- (2) The Factory Acts, 1833: (a) Conditions requiring them (p. 115, M. 543, 703); (b) Changes; (c) Development to the present (M. 703).
- (3) Poor Laws, 1834: (a) Early methods of dealing with the poor; (b) Change—workhouses; (c) Old age pensions, etc.
- (4) Educational Acts, 1833, 1876, 1918: (a) Early schools; (b) Public schools; (c) Compulsory education; (d) Raising of school age.
- (5) Penny Post: Effect on the country (Mowat, 712).
- (6) Prison Reforms.
- (7) Trade Unionism (Mowat, 987).
- (8) Workmen's Compensation Acts, 1906.

- (9) Old Age Pensions, 1908 (Mowat, 950).
- (10) Freedom of the Press.

QUESTIONS ON No. 5.

1. Write a note on the Corn Laws under the following heads: Cause, Effect, Repeal, men interested.
2. Give the demands of the Chartists. Why were they not granted?
3. Write a note on Free Trade.
4. Write a note on the Education Acts.
5. What is meant by "The Imperial Preference"?
6. When and why did England do away with slavery?
7. (a) Why did England need Factory Acts? (b) State definitely the regulations of the Act of 1833.
8. Write a note on the development of the Poor Laws.
9. (a) Describe the changes under the Penny Postage. (b) What effects did it have in England?
10. What changes were made to improve prison conditions?
11. (a) Describe the development of Trade Unionism. (b) How do they differ from the Guilds?
12. Explain the working of the Workmen's Compensation Acts.
13. What are old age pensions? How do they operate?
14. What is meant by "Freedom of the Press"?

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